ACRONYMS AND ABBREVIATIONS

AIR	American Institute of Research
BA	Bachelor of Art
BSc	Bachelor of Science
CDA	Critical Discourses Analysis
CPD	Continuous Professional Development
EGSLE	Ethiopian General School Leaving Examination
EGSECE	Ethiopian General Secondary Education Certificate Examination
EFA	Education for All
EGRA	Early Grade Reading Assessment
ELIP	English Language Improvement Programme
ELT	English Language Teacher
ESDP	Education Sector Development Programmes
GEQIP	General Education Quality Improvement Package
HDP	Higher Diploma Programme
ICT	Information Communication Technology
INSET	In-Service School Teachers
ISR	The Institute for Social Research
MoE	Ministry of Education
NBPTS	National Board for Professional Teaching Standards
NFIE	National Foundation for Improvement of Education
NSDC	National Staff Development Council
PCK	Pedagogical Content Knowledge
PGDT	Post Graduate Diploma in Teaching
PTECP	Postgraduate Teacher Education Certificate Programme
SCK	Subject Content Knowledge
SGTP	Second Growth And Transformation Plan
SITP	Summer In-service Training Programme
TDP	Teacher Development Programme
TEIs	Teacher Education Institutions
TELL	Teaching English for Life Learning
TESO	Teachers Education System Overhaul
TNE	Teachers for New Era
TVET	Technical and Vocational Education and Training
UK	United Kingdom
USAID	United States Agency for International Development

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Considering the fact that education plays a prominent role in achieving development goals, maintaining education quality is increasingly becoming a priority in most developing countries throughout the world. "As the country develops and the industrial and service sectors adopt more complex production techniques, a work force with more advanced levels of education and technical skill is necessary" (World Bank, 2013:1). To this effect, Iliŝko and Kokina (2003:39) state that there are extensive agreements on the fact that high quality education and training have to become lifelong provisions, where high quality teachers and teacher education programme are vital components in making quality education and training a reality. Gezu (2012:44) states that there is direct relationship between student's achievement and the quality of teachers. He adds that quality education is one most important contributor ensuring the quality of learning outcomes.

Sustaining the quality of teacher education is a very complex and demanding practice. Despite efforts to implement several approaches and programmes intended to bring changes in the education sector, reviews of research into teacher education constantly point out the ineffectiveness of most teacher education programmes. Gezu (2012:46) points out that the quality of education falls well below the standard at all levels in both poor and middle-income countries and the need for quality education fuels the need for further research in the field. The report by the World Bank (2013:92) highlights aspects of teaching not evident in the Ethiopian context which could enhance teaching and learning:

> *Despite the efforts to promote active learning, continuous assessment, reflective teaching, the development of higher-order thinking skills, and action research, studies and observations indicate that Ethiopian classrooms at all levels remain primarily teacher centered ... there is little evidence of the use of inquiry processes, the development of meta-cognitive skills, or enhanced creativity.*

The new Post Graduate Diploma in Teaching (PGDT) programme introduced in Ethiopian universities in 2011 can be taken as an effort to address these shortcomings in teaching practice that have been experienced over the years (World Bank, 2013:96). The programme was

designed to improve pre-service teacher education practice, supplementing academic knowledge with the philosophy of education, psychology of learning and skills of teaching. In this programme, reflective teaching is at the heart of the teaching practice which allows the teacher trainees to reflect critically on the theory and the knowledge acquired during the classroom courses and put that into practice. Thus, reflective practice is the approach which is believed to bring significant changes in teaching practice as the act of improving quality, in educational training, is best operated by reflective practitioners who employ key principles of reflective practice but also have the capability to consider and understand their own reflectivity (Michael & Natalie, 2012:6). If the practitioners lack the feeling of ownership in the process, it has a negative impact on the result. Appleby and Andrews (2012:58) comment that:

> *In a context where 'quality' is perceived as being assessed by external forces, practitioners can sometimes find it difficult to stand up for what they value and to act as 'free agents'. This perceived lack of freedom can lead to a feeling of disempowerment, which can translate into a negative effect on commitment to quality improvement and change.*

One of the problems found in Ethiopian teacher education programmes in achieving the desired goals is lack of ownership by the practitioners. In addition, there seems to be a disconnect between understanding the imported knowledge and associating it with local realities. To this end, a study at a Colombian university recommended that implementing reflective practice in a methodological and intentional way enables the practitioners to construct local knowledge, by examining their actions and questioning the theory of others (Fandino- Parra, 2011:269). This assists in the construction of their own theory from their everyday practice. In this regard, local studies initiated by universities can supplement the teacher educator and trainee teachers with working guidelines to internalize the imported theories and the local realities (Richards & Farrell, 2005:33)

1.2 BACKGROUND OF THE STUDY

Given that the quality of teacher education has become a major concern of the Ethiopian government, the Ministry of Education (MoE) has designed policies and strategies to improve the quality of training in teacher education institutions (TEIs). As a result, institutions (colleges and universities) have been training teachers based on the directions and strategies set by MoE. Thus, since the establishment of TEIs in the country, different programmes and approaches have been used to improve the professional capability of teachers at all levels. High-quality teacher training ensures the provision of well-qualified teachers and thus quality teaching in schools. In

addition, quality teachers contribute to the development of capable and dynamic human power that serves to address general development issues, reiterating that quality education is one of the key factors for the future of a country (Darling-Hammond, 2010:45). Thus, international research organisations have recommended that attention be given to education sectors and for reforms to be implemented (World Bank, 2005: 132). However, in Ethiopia the quality of education, due to a number of reasons, has been compromised.

The Ministry of Education has, for over a number of years, worked with different organisations and donors to introduce in-service and pre-service training programmes with new training approaches and experiences that foster quality education. For example, one particular type of in-service teacher training, the Higher Diploma Programme (HDP), introduces university and college teachers to reflective teaching practice such as planning, designing and implementing active learning and teaching methods in their respective classrooms. It is specifically designed for those teachers who have gaps in pedagogic content knowledge (PCK) and teaching skills and those who were not trained in teacher training institutes. Continuous Professional Development Strategy (CPD) is an intensive teachers training programme for in-service school teachers (INSET), which introduces them to new approaches, policies and directions. The General Education Quality Improvement Package (GEQIP) is also one of the reform programmes designed to further scale up the effort to improve the quality of the general education where Teacher Development Programme (TDP) has been the major concern (MoE, 2007:29). The English Language Improvement Programme (ELIP), in collaboration with the government of the United Kingdom (UK), Teaching English for Life Learning (TELL) with the American government and Early Grade Reading Assessment (EGRA) with USAID were also projects launched at different times to alleviate the English language problems of the teachers in Ethiopia (Yizengaw, 2005:23).

The Professional Development Framework developed by the Ministry of Education (2009:67), promotes active learning, problem solving, collaborative working and student-centred teaching approaches. Teachers at all levels (primary and secondary school), school leaders and teacher training providers and institutes enrol in the above-mentioned development programmes. In addition to the regular programmes, the TEIs offer short term professional development training for both in-service and pre-service teachers. In this regard, TEIs, Regional, Zonal and Woreda level education bureaus work together to provide the training and are involved in the designing of teacher manuals and supplementary materials through the representatives at each of these

levels. During these training programmes, teachers share experiences, reflect on their own teaching practices to improve and advance their praxis for the ultimate purpose of quality education.

With the introduction of a student-centred teaching curriculum in 1994, reflective practice has also been one of the components for both pre-service and in-service teachers training programmes in Ethiopia (Worku, 2012:112). Since the time of Dewey (1910-1933), named as the founder, reflective practice has received attention in curricula, research studies and published materials. The introduction of reflective practice, to overcome the passiveness of teachers in a demanding education context, was motivated to advance quality teaching and learning (Loughran, 2005) and particularly in Ethiopian classrooms (MoE, 2011:49).

Currently, with the introduction of a new teacher training programme, the Post Graduate Diploma for Teachers (PGDT), reflective practice is a specific course in Ethiopian universities for the newly enrolled teacher trainees. According to scholars who have conducted research on the impact of reflective practice as well as reference to the theories and principles of its implementation, reflective practice is a means to recognise what practitioners are already familiar with and identify what they want to know, in order to advance their capability. However, despite its supporting effect on teachers' professional development, it also demands high degree commitment of the practitioners. Teachers need to critically observe record and reflect on their daily activities and should work with other stakeholders to improvement the overall teaching and learning tradition. Thus, classroom research also becomes part of the duties a reflective teacher (Schön, 1987:110; Loughran, 2005:67; Ghaye, 2011:304).

However, despite the fact that increased emphasis on reflective practice for the quality of teacher development practices has been observed in many parts of the world (Vieira & Marques, 2002:79), little implementation has been seen in Ethiopia (Amera, 2015:159). Limited experience of teacher educators and trainee teachers is one of the challenges hindering the implementation of reflective practice in Ethiopia. The perception the teacher educators, practitioners and other stakeholders involved in the implementation, could be another limitation. Debra and Lesley (2007:58) have identified common limitations to the practice of reflection; for example: practical barriers such as time due to many responsibilities, emotional barriers related to the individuals' perception and lack of courage to accept changes, and academic performance such as writing and presentation skills. They remind that reflective practice takes considerable time, effort, determination, courage and hummer to initiate it effectively. On the other hand,

Debra and Lesley (2007:69) argue that all these aspects can be managed through different mechanisms, and this will be explained later in the literature.

1.3   STATEMENT OF THE PROBLEM

As reflective practice brings about a true active engagement of teachers and students in teaching and learning, it has become a very popular approach for the practice of teacher professional development. In the 21st century, teachers are trained to be equipped with 21st century skills such as finding new knowledge, developing the skills and techniques of identifying problems, putting tis into practice, recording the results and drawing conclusions. The development of these activities is assisted by and learnt from colleagues and mentors where the skills of discussing, commenting and receiving comments form part of the training. Adane, Asmaru and Daniel (2006:213) explain the importance of support by peer assessment based on feedback. Peer assessment and self-reflection of one's practice are the most important moves as a measure of improving the quality of teaching and learning. As teachers observe what is happening and whether it goes right or wrong in their teaching environment, they also identify the demands and try to fulfil those.

In my experience as a teacher trainer, pre-service and in-service teacher training courses are based on the theories and practices developed by foreign scholars in foreign contexts. One of these is the theory of active learning. Active learning is proposed at all levels in the education system, but it is not really active as it does not engage students and practitioners to reflect on their practice in the real context. Reflective practice is an important professional skill included in the curriculum and training materials, but the practice of reflection as a skill is not well supported.

Mijena (2013:169) argues that one of the areas that weaken Ethiopian education is poor English language teacher education. Taking this argument into play, this study focuses on the training of English language teachers under the PGDT programme at Hawassa University and explores the course 'Teacher as a Reflective Practitioner' constituents and its practicality in other courses (English Subject Teaching Methodology, Action Research and Practicum) which are meant to create a space for putting reflective teaching and learning into practice.

The MoE has been striving to find new approaches and programmes which could solve problems and update existing practices According to a survey conducted by Worku (2012:116), the former Teachers Education System Overhaul (TESO), sponsored by USAID, was found to

be ineffective since 2009. Then two teacher training programmes, Summer In-service Training Programme (SSTP) and Post Graduate Diploma Training (PGDT) were introduced. The new teacher training programme introduced in universities, the Post Graduate Diploma for Teachers (PGDT), enrols university graduates having a first degree in different disciplines. The three or four year degree develops subject content knowledge, and thereafter pedagogy of teaching is offered as a move into the teaching profession by completing the PGDT. Students complete education courses which include Reflective Practice as a separate course. Students are also given practical teaching experience in schools under the supervision of the university teachers and school mentors. The reflective practice is evaluated as part of the teaching experience in their respective subject areas.

This study explores and describes the practice of reflection in specific courses in the reflective teacher education program at Hawassa University. Reflective practice in the current teacher education programme (Post Graduate Diploma in Teaching) is a new approach. Therefore, it is significant to investigate how the programme running and find ways to contribute to its achievement.. It is evident that reflective practice is a common practice in teacher education programmes in the world, but there are limitations on how to educate teachers about its practical application in the teaching and learning system in Ethiopia. Ethiopian researchers also seem to have little interest in the area. Worku (2012:119) worked on the effectiveness of an active learning-based curriculum for in-service teacher training in the summer programme. He found that teachers' resistance, attitude and large class-size are the major challenges. Researchers have also investigated other aspects of teacher professional development. Daniel, Yeshitila and Asmaru and Adane (2009:218) explored the enhancement of active learning and self-reflections in primary schools in Ethiopia and found that peer assessment and self-reflections are perceived to be useful strategies in enhancing active learning among students Wondwosen and Tedesse (2015:49) assessed the reflective practice experience of secondary school teachers in Ethiopia and concluded that the perception of the teachers and the school administrators, principals and supervisors are the biggest challenges. Sentayehu (2016:29) studied the administrative challenges in implementing the PGDT programme at Dire Dawa University in general and argues that the programme is suffering several challenges related to misunderstandings and inappropriate practices by stakeholders involved in the programme.

Stakeholder involvement and collaborative guidance are elements in this study as they play vital roles in ensuring that reflective practice is effective, as planned in the policy document (Richards & Farrell, 2005:34; MacDonald, 2005:427). Therefore, this study explores the

implementation of reflective practice identifying what constitutes the courses, the role of the stakeholders and the collaborators and investigates the challenges and opportunities in educating reflective ELT trainee teachers. Thus, I believe that this study is timely to contribute to the area and to attract interest.

1.4 RESEARCH QUESTIONS

The main research questions for this study is: *How effectively do the practitioners implement reflective practice in the Post Graduate Diploma in Teaching (PGDT) programme for ELT trainee teachers at Hawassa University?*

The following specific research questions are formulated with the purpose of answering the main research question:

1. What constitutes the course "Teachers as Reflective Practitioners" and the aligned courses in the PDGT program"?
2. How do the trainee teachers practice the skill of reflection in the PGDT program?
3. How do the teacher Educators and trainee teachers work with the school principals?
4. What roles do teacher educators, trainee teachers and school principals play in ensuring Reflective Practice being implemented successfully?
5. How are the challenges affecting the implementation of Reflective Practice?
6. What strategies can be formulated to strengthen the Reflective Practice to empower ELT trainee teachers?

1.5 OBJECTIVES OF THE STUDY

The primary objective of this doctoral study is to design a reflective practice framework for ELT trainees enrolled in the Post Graduate Diploma in Teaching (PGDT) programme at Hawassa University

In order to achieve this objective the study has the following specific objectives:

1. To assess the *Teachers as Reflective Practitioners* course and the aligned courses constituted in the PDGT programme.

2. To examine how the trainee teachers practise the skill of reflection in the PGDT programme.

3. To verify how supportive the teacher educators and school principals are in ensuring that the reflective practice course is being implemented successfully

4. To determine what roles the stakeholders are playing in the implementation of the reflective practice in the PGDT program.

5. To explore the challenges teacher trainers face and understand how this affects the successful implementation of reflective practice during the PGDT programme?

6. To identify strategies that can be formulated to design a framework that would strengthen reflective practice to empower teacher trainees in the PGDT programme.

1.6 THEORETICAL FRAMEWORK

Theory defines the way they are or act in a certain manner. Theoretical framework provides general principles that are associated to the methods and approaches how a subject can be studied. Creswell (2009:327) defines it as a tentative insight, belief, knowledge or procedure that can be applied in different circumstances to explain a specific experience.

This research reviewed various theories to establish a theoretical base for the study. The theories reviewed to support the study on implementation of reflective practice in teacher education programme are critical theory, critical reflective practice theory, teacher efficacy theory and transformative learning theory. The researcher chose these theories with due attention that the theories provide clear principles and concepts to the methods and approaches how reflective practice can be studied and implemented in teacher education programmes. Each theory addresses very important convictions that need to be considered in educating reflective trainee teachers in the 21st century.

1.6.1 Critical Theory

The concept critical theory originated from the Marxist school of thought Following Marx's work, The Institute for Social Research (ISR), founded at the University of Frankfurt (1930–1959), and then the Frankfurt School of critical theorists shaped the theory (Fuchs, 2015:48). Contrary to traditional theory in critical theory knowledge is functional to ideology critique and social libration (Ingram & Simon-Ingram, 1992:326).

Max Horkheimer (1982:45) emphasised that critical theory should account for the society as a whole within a context, and it should seek to offer a strong and holistic critique incorporating knowledge from all social sciences (Horkheimer, 1982:79). Being explanatory, realistic and

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normative Critical Theory does not simply seek to explain a phenomena; it also criticizes and interprets human activities. Additionally it reflects on its roles in the society being conscious of the roles it plays in the society in a particular context that contributed to its growth and the interest of the practitioners (Habermas, 1987:427).

Habermas (1987:477) stated that when humans take a role in an action, they do so with a purpose in mind. This means that human beings first try to anticipate the form of some activity or something and then investigate how it will be used. This implies that the survival of humans in the modern world requires critical thinking and communication. In this regard, teachers play the leading role in developing the critical thinking skills of their students who would also contribute to improve the critical thinking skills in a community.

1.6.2 Critical Reflective Practice Theory

Dannelle & Joanne (2009) pointed out that Schon (1983, 1987) and Kolb (1984) are the two prominent philosophers who have brought Dewey's idea of reflective practice into the field of adult education. Before reviewing this theory, it is important to clarify the meaning of the terms reflection, reflective practice and critical reflection. Reflection is a broad term which refers to approaches in understanding what is happening in one's life and experience. Reflective practice is a professional term mostly referred to in the field of educational research and adult education. Fook (2007) determines critical reflection as a subset of reflective practice. Critical reflection is, as briefly reviewed by White, Fook & Gardner (2006), is a process by which learners examine and re-evaluate their cognitive, emotional and experiential learning and linking them with the personal, social, cultural and professional origins. The two terms, critical reflection and reflective practice are considered to be similar (Fook, 2004:198) in different fields of professionalism. In Chapter 2 the terms are more clearly defined and discussed.

Smith (2008:452) states that critical reflective learning allows the practitioners to examine individual uniqueness and specific identities that encourage them to perform in their own way in a particular context. One of the conceptions about critical reflection implies that it is a thinking that occurs beyond the already established and accepted social procedures. For example, reflective knowing attests to the already established professional practices to enquire why trained experts have particular ways of doing. This in turns aids to identify what specific areas of training should be included in a certain kind of professional training (Leitch & Day, 2000: 189).

Critical reflection contributes to professional development in adult education. Thus, the critical reflection path should be carefully planned to encourage the practitioners to take a critical approach towards their own work and position themselves in relation to the performance they exhibit (Leach, Neutze & Zepke, 2001:12). In this sense, reflection includes not only questioning how to perform, but it is also about critically analysing the status of the performance, the degree of achievement and identifying gaps in the way forward to find solutions. Schon (1996) (as cited in Pockett and Giles, 2008) describes this as a level of reflection that promotes professional capability and professional progress. Smith (2011:203) made a point that content domains and indicators of critical reflection support the practitioners in becoming constructive learners when they give criticism on and emphasis to personal and social influences on their actions.

The definition of critical reflective thinking, indicates that the assimilation and accommodation-reframing and learning occur during the process of critical reflection. According to Dewey's definition (cited in Illeris, 2009:23), experience as a learning process happens when habitual acts and thinking are disturbed and result in inquiry. Then, the inquiry grows into investigative enquiry in which ideas, hypotheses, perceptions and theories are used as instruments, leading to creative and potentially inventive action. On the other hand, in constructivist theory, knowledge is always viewed as socially constructed phenomenon. Therefore, it is linked to the people and the social contexts where it is created or modified (Foucault, 2002:69; Hsiung, 2008:214; Merto ens, 2005:458). The constructivist theorists suggest that reflection enables the professionals or the learners to construct new knowledge from what they have experienced (Sybil & Nahida, 2012:47). Thus, critical reflection is considered as a thorough process which considers methodical responsiveness to personal, interpersonal and contextual aspects influencing the practiced and said, or to what is not performed and not done throughout the action in a particular context (Smith, 2008:39).

However, critical reflection, as a learning theory, is criticised for certain aspects related to implementation. Smith (2011:211) identified an important aspect about critical reflection on its potentially unconstructive self-regulatory role. For example, in portfolios, students emphasise the circumstances and impacts of personal knowledge, perceptions, skills and behaviours, which implies that their reflection is largely self-critical. Under such circumstances, students become overly critical of their own performance rather than adopting a reasonable critical perspective of

their opinions and actions within theories and social contexts to which they belong (Johnson & Cassell, 2001:785). As a consequence to such self-criticism, students may develop negative feelings about their own performance. This in return can create barriers to learning, disfigure critical thinking and weaken the will to continue learning from reflection. This is also the reason why Mezirow (2009:126) considers critical reflection as a heralder for transformative learning which promotes mental readiness for change.

1.6.3 Transformative Learning Theory

The concept of transformative learning was introduced in an article published in 1978 in *The American Journal of Adult Education* (Illeris, 2009) and has become popular in the field of adult education. The article urged for the conception of transformative learning in adult education that re-examines the expectations of adult learners whose thinking, feelings and action tend to be framed:

> *Transformative learning is, thus, defined as the process by which learners transform problematic frames of reference (mindsets, habits of mind, meaning perspectives) – sets of assumption and expectation – to make them more inclusive, discriminating, open, reflective and emotionally able to change* (Illeris, 2009:298)

Open mindedness, in the practitioner's mind, can be motivated by transformative learning. Thus, the skills promoted in this study are enabling the practitioners to learn from their experience, adapting their thinking and becoming emotionally ready for change.

Mezirow (2009:407) explains that the frames of reference (thinking, feelings and actions) are constructs of culture and language through which adult learners formulate meaning ascribing consistency and implication to their experiences. These frames of reference also shape and set the limits of the learner's understanding and cognition by predisposing the learner's intentions, beliefs, expectations and objectives for learning. The preconceptions, in turn, set the learners 'line of action'. They operate within or outside the awareness zones in two states: as a habit of mind and as points of view. In addition, the habits of mind orient the perception by formulation of certain codes, which could be cultural, social, linguistic, political, economic religious or educational. The habits of mind are articulated in specific points of view that make the individual an identified being. Mezirow (2009:393) also affirms that transformative learning is a meta-cognitive epistemology of evidential (instrumental) and dialogical (communicative) reasoning. Instrumental learning involves task-based learning and communicative learning involves critical self-reflection. In each case, the elements of learning are involved in both habits of mind and points of views. Habits of the human mind imply how a person categorises

experience, beliefs, people, and events including himself/ herself. The human mind is not a simple machine; it also embraces very complex structures, rules, criteria, codes, schemata, values, personality traits and characters on which individual's feelings and actions are operated (Illeris, 200:309).

Sybil and Nahida (2012:133) explains that these elements can efficiently lead to critical reflection that determines the learning process resulting in the transformation of beliefs, attitudes, assumptions, and the conceptual code that form the way learners understand. Mezirow (2009:398) also identified useful methods and approaches that foster critical self-reflection in transformative learning. These include critical incidents, recorded histories, personal journals, media inspection, repertory grids, metaphor analysis, theoretical mapping, engaged learning, cooperative learning and action-reasoning (Illeris, 2009:303). From the above explanations, it is understood that in addition to mental readiness, transformative learning needs well planned and structured guidelines to carry on the learning activities.

1.6.4 Teachers' Efficacy Theory

The literature refers to Albert Bandura in relation to the concept 'Self-efficacy'. The teacher self-efficacy theory is derived from Rotter's Social Learning Theory and Bandura's Social Cognitive Theory (Cagle & Hopkins, 2009:29). Bandura (as cited in La Cock, 2014:40) brought into focus the construct of self-efficacy as an important aspect of his social cognitive theory. La Cock (2014:34, referring to Bandura, 1994) defined self-efficacy as an individual's belief in performing a variety of activities and attaining his/her goal, not being contended by challenges. The *Advanced Learner Dictionary* defines self-efficacy as capacity or power to produce a desired effect According to Gavora (2014:88) self-efficacy is a system that regulates an individual's performance in practically implementing his/her knowledge, skill, talent or experience. The same concept holds for teachers and it is referred as an important characteristic of teachers in considering themselves responsible persons in the progression of the task of teaching and learning, as an educator and as a learner. Gavora (2014:89) argues that self-efficacy should be understood differently from teachers' competence which refers to teachers' professional knowledge and skills. Bandura (1994:40) affirms that self-efficacy is the belief of the teacher that highly influences the thinking patterns and emotions about his/her performance. Based on this, Bandura (1994:45) classifies self-efficacy within two constituents: the first is efficacy expectation and and the other is outcome expectation. Efficacy expectation is the belief the teacher has about his/her professional ability, knowledge and skill. Outcome expectation is

the estimate made by the teacher about the likely consequences of his/her performance. This implies that each are very important for successful teachers, because the higher the self-efficacy results, the higher success in performance, and the lower the self-efficacy, the lower success even for highly qualified professionals.

The development of a positive perception of self-efficacy involves the psychological processes which include cognitive, motivational, affective and selection processes. Affective processes are controlled by positive feedback and encouragement (O'Sullivan & Strauser, 2009:251), which signifies that teachers develop a strong defence against negative thought, stress and depression as a result of facing challenges in their working life. La Cock (2014:38) in his dissertation, suggested that individuals who believe that they have the capability to exercise control over intimidating situations, do not as a rule, induce negative thinking patterns.

La Cock (2014:41) referring to Bandura (1994:46) emphasises four key procedures through which self-efficacy can shape a human action effectively: the cognitive process, the self-regulation of motivation, the affective process, and the selection process. The cognitive processes involve successful experiences of gaining new information and knowledge from whatever they come across in daily practice. They organise the information and apply it effectively with positive intention and the aim to improve conditions. The motivational processes help set positive goals for the future, making visible expectations succeed. Social influence and lessons learned from colleagues help practitioners hold positive emotions for reaching goals even meeting challenges. Role modelling also forms a very supportive environment where novices learn through observation. O'Sullivan and Strauser (2008:251) explain that self-efficacy draws on both cognitive and behavioural components. This happens according to the principle that cognitive events can be modified and brought to life during mastering experience, which in turn develops into effective presentation.

In order to get such positive influence, Bandura (1994 as cited in Gavora, 2014; Cagle & Hopkins, 2009:29) again suggests four main sources of a healthy sense of teachers' self-efficacy:

1. *Mastery of teaching experience* relates to personal experiences as the most powerful sources of information for raising self-efficacy (Bandura, 1994:49). Experiences provide authentic evidence in an owned context where the teacher can interpret the results confidently and learn from the experience.

2. *Vicarious experience* relates to what novice teachers learn from modelling and observing experienced teachers. Observing teachers in practice and by observing the characters of successful colleagues can result in developing positive efficacy. This is the reason that teacher educators should pave the way for the teacher trainees to work in collaboration with experienced teachers.

3. *Social persuasion* relates to the role of supervisors, mentors and peers in influencing the self-efficacy of teacher trainees. Giving positive or supportive feedback, supporting emotionally and giving encouragement is believed to increase the novice teachers' self-efficacy

4. *Physiological and emotional states* relates to the physiological and emotional state that can positively or negatively influence the self-efficacy of the individual (Bandura, 1994:44). Emotions such as feelings of excitement, enthusiasm or of being in a right mood may signal the anticipation of doing things successfully. In contrast, feelings of anxiety, stress and anger are signals for the individual to perceive himself/herself as a low achiever. Thus, the emotional state of an individual can positively or negatively affect his/her achievements.

La Cock (2014:39), as a researcher and a teacher, suggests that the most effective way to develop a teacher's sense of self-efficacy is through personal mastery of experience, because self-efficacy enhances the teacher's morale and motivation.

In accordance with constructivist theory, learning occurs in active, constructive processes in real contexts where the learners actively engage to construct their own individual representations. Specifically, adult learners construct new information based on their own experiences or prior knowledge. Therefore, an individual's experience, which forms the foundation for learning, becomes subjective. In each of the aforementioned theories, these basic elements of constructivist theory are addressed in one way or the other. For example, critical theory assumes shaping and reshaping of experiences in schools and playing more prominent roles in creating and transferring social realities in a natural context (Abrahams, 2004:48). The critical reflective practice theory of learning is about questioning one's own realities, performances and achievements and learning from critical reflection and feedback (Fook, 2004:341). Similarly, Bandura's transformative theory raises the individual's ability to reflect on his/her mindset and perceptions to engage in transformation in real life. Teachers' self-efficacy learning theory, Bandura says, is successful mastery of experience which helps the learner benefit from positive

feedback in a relaxed natural environment and which increases the self-efficacy of the learners, which in return develops the performance.

Therefore, as this study is guided by the constructivist philosophy, it is important to review the knowledge base suggested by these theories of learning. The literature review, in the next chapter, gives a more detailed review of the theories and principles for reflective practice in educating reflective English Language Teachers (ELT. Further discussion of the theories is given in Chapter 2.

1.7   RESEARCH METHODOLOGY

The research methodology section briefly discusses the paradigm that determines the direction of the study and the approach used. It also highlights the design of the study, the setting, the sample, data collection tools and techniques used to analyse the data. It introduces the trustworthiness as well as ethical issues.

1.7.1   The Research Paradigm

This study is an in-depth investigation of the practices and experiences of ELT trainee teachers in the implementation of the reflective practice course in the Post Graduate Diploma Programme at Hawassa University. The study is guided by a constructivist paradigm/philosophy. The constructivist philosophy guides the research process, taking Hawassa University as the case and using a qualitative approach to enable the researcher to get in-depth views about the implementation and the experience of the participants of the course. In this case, the epistemological view is that there are multiple realities in different contexts. The researcher visited the schools where the trainees have their teaching practicum in real contexts and interacted with the stakeholders. The researcher considered every school experience of the participants with an open mind to construct meaning.

In order for an interpretative explanation of the meaning constructed from multiple views of the practitioners to emerge, there has to be a clear understanding of the framework which guides the programme. Hamilton and Corbett-Whiter (2013 324) suggest that interaction with the trainee teachers in real contexts helps to construct knowledge and a working framework.

1.7.2   Research Design

This study mainly explored and described the implementation of implementing reflective practice for trainee teachers. To this end, the researcher felt that qualitative research methods were most appropriate in order to obtain clear and in-depth descriptions of the implementation

of reflective practice in a teacher training programme. McMillan and Schumacher (2010:16) confirmed that qualitative research methods are more suitable to understand human behaviour and experience in more complex systems of integrated life. Qualitative research studies people, organisations or programmes by interacting with the participants and observing how they are doing in their natural setting (Creswell, 2007:301).

This helped the researcher understand the practice of implementing reflective practice, the experience of the teacher educators, the trainees, the stakeholders and their contribution to the practice of reflection. The researcher also explored in detail the roles of teacher educators and school mentors, and the collaboration between the university and in the high schools during the practicum teaching.

The researcher used a case study design because case studies give very rich and vivid description of events supported by several sources. Cohen, Manion and Morrison (2007:254) explain that case study research attempts to portray what something is like in a particular context or situation, to identify the closest reality and thick description of the lived experiences of the participants and to learn the thoughts and feelings about a situation. In this study, the real experience of the practitioners, the trainers the trainees and the school mentors in the school, were explored and described, taking into account what exists in the context where the reflection is practiced and what does not exist.

According to McMillan and Schumacher (2010:211), a case study is a design that examines a enclosed system or a single case which uses various sources of data found in the natural setting. The case can be taken as an organisation, a programme, an event, an activity or a group of individuals bounded in certain similarities (Cohen, Manion & Morrison, 2007:253). Therefore, for this study, Hawassa University is an organisation which implements a programme in collaboration with the secondary schools is the bounded case.

1.7.3 The Setting and the Participants
Hawassa University is found in Hawassa town, the capital of Southern Nations and Nationalities Region. It is one of the first generation universities at the centre in Ethiopia. It is also named as one of the five best universities in the country regarded as a centre of excellence. Further description about the University is given in Chapter 4.

Hawassa University, selected among thirty universities in Ethiopia and one of the five universities in the Southern Region, was chosen because of the work commitments the

researcher has at the university. The researcher is one of the teacher educators in the university and this helped to select fitting participants for the study and also ensure in-depth description of the data.

The teacher educators at Hawassa University who work with the teacher trainees during teaching practice, the teacher trainees and the mentor teachers in the schools are the participants in this study. However, the schools are only those secondary schools that are under the University's catchment area in Sidama Zone.

1.7.4 Sampling and sample selection

The participants for this study were purposively selected to obtain information about the reflective practice for teacher trainee development in the Post Graduate Diploma Programme. According to Creswell (2007:177) purposive sampling is an approach that specifies the choice of participants because of the data they hold and based on the explicit objective to get the richest possible source of information to address the main question of the study. Qualitative researchers often employ purposive sampling methods as they need to focus on groups, settings and individuals where the processes being studied happen (Denzin & Lincoln, 2000:239). Therefore, judgement should be made by the researcher about which subjects gives the richest information to properly address all research questions.

The participants chosen for this study were teacher trainees who were enrolled in the new PGDT programme at Hawassa University, the teacher educators, the supervisors and school principal . Among them, the researcher selected five English teacher trainees who were assigned to teach in the secondary schools found in the catchment area of Hawassa University. Three university supervisors who were giving courses and supervising the trainees during the teaching practice were invited to participate in this study. Two school principals were also involved for interviews.

After informal talks and a number of site visits making contact with participants (English language trainee teachers, supervisors and school principals), the participants were selected by taking the information about each participant from the colleagues and the concerned bodies. Five teacher trainees were selected via purposive sampling by using criteria: gender representation, willingness to participate, school representation and regular attendance. After the researcher had identified the participants, they were invited to participate in this study. They were all made aware that participation was only based on their willingness. A detailed description of the participants is given in Chapter 4.

1.7.5 Data Collection Instruments

In qualitative study the researcher should be involved during the data gathering in order to understand the data and make decisions (Zhu, 2011:769). In this study, as suggested by Creswell (2009:301) in order to answer the research question, multiple of data gathering instruments were used. These included document analysis, semi-structured interviews and observations, each of which is discussed below.

1.7.5.1 Document analysis

Document analysis is defined as the process of summarising and reporting the content of written data and their message (Bowen, 2009). It is a technique to produce replicable and valid analysis from texts. It can be done with any kind of written material both electronic, printed or handwritten (Cohen, Manion & Morison, 2007:177). Bowen (2009) in his article 'Document analysis as a qualitative research method' explains that document analysis is an advantageous method in terms of time, availability, cost, obtrusiveness, stability and exactness. It is used in combination with other methods for the purpose of triangulation which reduces potential bias and promotes credibility in qualitative case study. However it will be also have some limitations such as lack of details, retrievability and biased selection.

Therefore, in this study, the researcher made careful selection of documents with clear guideline and criteria. Data was collected and analysed the contents of two types of materials. The first is the materials used to teach selected courses, 'Teachers as Reflective Practitioners, English Subject Area teaching Method, Action Research and Practicum. The materials were collected from the School of Teacher Education and Training at the University. The second one consisted of recordings done by the trainees as portfolio work, diaries or any other kind of written report as part of the requirements of the practicum and the courses. The trainee teachers' portfolio works or any other form of written recordings such action research proposal were collected from the instructors via the School of Teacher Education and Training.

The materials were analysed in line with the theories, principles and guidelines for the implementation of reflective practice. A sample of each document taken for document analysis is attached in the appendices for reference.

1.7.5.2 Individual Semi-structured interviews

A semi-structured interview was used in this study to understand the experience of the participants and their role in the implementation of reflective practice. A semi-structured interview is very common in qualitative research. It helps to understand and describe the complex nature of human behaviour without imposing any prior categorisation which could limit the field of enquiry (Bryman, 2004:221; Creswell, 2009:111). This is usually done in a form of a conversation which intends to explore a participant's experience, knowledge, view, ideas, beliefs and attitudes about certain event or phenomena (Creswell, 2009:112).

The interviews were conducted with the teacher trainers who present the course in the PGDT programme for enrolled teacher trainees. The trainee teachers who implemented the reflective practice in their respective schools were also interviewed. The school principals were also interviewed. The teacher educators and supervisors who guided the trainee teachers during the reflective practicum session were also interviewed.

1.7.5.3 Observations

Observation is a very helpful instrument to detect the nonverbal expressions of the participants and how they are in an authentic context. According to Kawulich (2005) participant observation is useful for gaining an understanding of the physical, social, cultural and economic contexts in which study participants live, contexts, ideas, norms, events and people's behaviours and activities- what they do, how frequently and with whom. Through participant observation, researchers can also uncover factors important for a thorough understanding of the research problem. By becoming part of the group, the researcher learns to see the world from the perspective of the participants. In nonparticipant observation no participation of the observer in the activities of the group takes place and also there occurs no relationship between the researcher and the group. However, none of the observer roles are perfect.

In this study as suggested by (Flick, 2006), the researcher as a teacher educator, involved as a participant observer and non participant observer in accessing the natural setting of the observed via systematic approach; structured as well as unstructured observations were conveniently administered. The structured observation guided by a checklist and employed to collect data about the direct engagements of student teachers and teacher educators in their teaching endeavour. Unstructured observation was incorporated data about school practicum field engagement, teaching practices, pre- and post-teaching conferences, teacher education course

delivery, practicum orientation conference, meetings of student teachers and supervisors/ academic vice principals, trainee teachers peer discussions. Field note was used as the major tool to keep the details from the unstructured observation.

The purpose of observation in this study was to explore deeply and analyse intensively the different phenomena in the process of educating reflective trainee teachers. Observations included the constitute of the reflective practice activities in the whole process of the programme (Cohen, Manion & Morrison, 2007:258). Observation was done in two phases: phase one when the training was given in the university and phase two when the teacher trainees were on teaching practicum in their respective schools. Cohen, Manion and Morrison (2007:258) recommended intensive and immediate recording of the observations for the analysis. This was done electronically and by taking notes. Later the recorded materials were transcribed, organized and coded for the analysis.

1.7.6 Method of Data Analysis

In order to properly address the research questions in this study, the data gathered was analysed qualitatively. Analysis is a continuing and interactive process which indicates that the data collection, the process of analysis and reporting are interrelated (Creswell, 2009). Qualitative data analysis is also intense, engaging, demanding, non-linear, contextualized, and mostly variable (Bazeley, 2007:3). Bazeley (2007) also makes clear that data analysis in qualitative studies focuses on observing, describing, interpreting, and analysing the way people experience, act on or think about what they are doing. Creswell (2012: 147) recommends that data collected by electronic or digital means should first be transcribed by the researcher, which was done with the data gathered from the interviews and audio recorded lessons. The researcher also analysed documents collected from the School of Education and Training in Hawassa University as well as teacher trainees' portfolio works and other form of recordings such as teacher trainees' diaries and learning journals. Then, the contents and the objectives of the course and the other documents were transcribed. Critical Discourses Analysis (CDA) is the approach that guided the interpretation of the data from the interviews, the observations and the documents. CDA helps the researcher to interpret and examine the spoken and written word of the participants (Van Dijk, 2009: 321; Mogashoa, 2013:302). Data collected from interviews, observations and documents were interpreted according to the conceptual and theoretical explanations given for each of the cases.

1.8 TRUSTWORTHINESS

Reliability and validity refer to the trustworthiness and credibility of the data gathered for the study. Validity is the concern whether the measures are what the researcher intended to measure and the trustworthiness of the results. Creswell (2012:159) defines validity as the extent to which the evidence directs to the intended interpretation of the results to the desired purpose. It is a means for the researcher to check the accuracy of the findings following certain procedures. Creswell (2012) suggests three primary forms to check the accuracy and credibility: triangulation, member checking and auditing. Further discussion on how validity is ensured in the study is discussed in the methodology chapter (see Chapter 4).

According to the definition by Golafshani (2003:601), reliability is concerned with the extent to which the instruments produce consistent results. Creswell (2012:121) confirms reliability as easier than validity to understand and interpret. It refers to the consistency and stability of the results from the instruments implemented. Therefore, in order to obtain dependable results, the instruments should be clear and easy to understand. Reliability and validity in qualitative research are important issues as they determine the credibility, dependability, and accuracy of the results.

In this study, to increase the credibility of the data and develop trustworthiness, the researcher uses different strategies. Triangulation is one. Semi-structured interviews, observations, and document analysis were used to gather reliable data. Data gathering was also helped with the use of electronic recorders and intensive notes. The period of observation was considered long enough to gather in-depth data. The participants of the study also included experts and colleagues who helped with ensuring the accuracy of the recorded data. Furthermore, as the study ensure that reliability and validity were stronger as the researcher received comments and suggestions from presentations and seminars where the findings were presented.

1.9 ETHICAL CONSIDERATIONS

Ethics in qualitative study (Creswell, 2012:128) refers to the issues related to what is morally proper and improper with regard to the research participants. Accordingly, firstly, the researcher considered the University of South Africa's ethical issues and obtained ethical clearance before gathering the data. The researcher also obtained letters of permission from the University and the respective schools before starting to gather data. As the research involves human beings it needs permission from the participants (Cohen, Manion & Morrison , 2007:107). For this research, as it involved human participants, the researcher tried to consider all ethical issues.

The researcher informed the participants about the purpose of the research and their role in the research. They are also made aware that their participation was only based on their willingness. Participants needed to understand what they faced and the benefit of participation in the research. The researcher also paid them respect and attention so that they could freely give sufficient information.

In addition, the researcher provided an information sheet for each participant that outlined the study and assured them of confidentiality of the information they would provide and anonymity. Each participant signed a letter of consent.

1.10 SIGNIFICANCE OF THE STUDY

It is understood that research in education is always about learning, finding things, analysing, and adapting, improving things to fit the modern demands. Teaching by itself is also a dynamic, creative and very demanding profession. Educating trainee teachers who can cope with the dynamic and demanding features of the profession is also more demanding. Therefore, the findings of this study are crucial for all who are involved in the process of educating reflective teachers.

The findings of the study indicate a more comprehensive direction of implementing reflective practice in teacher training programmes in all TEIs in Ethiopia. Material writers and course designers for the Post Graduate Diploma Programme for Teachers are offered new approaches for the implementation of reflective practice for reflective teacher training. The designed reflective framework, based on the literature and the findings of the study, is directional and helpful for the teacher educators. Loughran (2005:37) argues that teacher trainees should be trained to master the technical skills of teaching and to be thoughtful, purposeful and informed decision makers; they should learn this as learners in pre-service training.

In the Ethiopian context, teacher trainees are expected to be certified teachers in order to find a teaching position after the completion of the PGDT programme. They are also required to have the certificate for further education. Therefore, the findings of the study help the teacher trainees gain important skills of reflective practice for their future professional life. The teacher trainees acquire and develop the tools to reflect on their own teaching and learning and make evidence-based decisions. The findings also offer direction for the teacher educators if they are complying with theories, policies, and guidelines. However, research on the practice of educating reflective teachers in Ethiopian teacher education institutes (TEIs), is limited. Thus, the researcher

believes that this study on the practice of implementing reflective practice in the PGDT programme is timely and could inspire further research.

1.11 KEY CONCEPTS

1.11.1 Teacher education

"Good teachers are made, not born; and the making of teachers is a complex process" (Lowe, 2007:105). There is agreement by international writers that good teachers are trained to have comprehensive teaching skills and knowledge (Schön, 1987:33; Wallace, 1991:211; Skinner, 2005:67; Richards & Farrell, 2005:79; Mezirow, 1995:70; Ghaye,2011:33) These include elements such as pedagogical knowledge, subject area content knowledge, skills and attitudes necessary for effective teaching, strong understanding of human growth and development, efficient communication skills, sense of ethics, and ability for updating their ongoing learning (Richards & Farrell, 2005:23). Thus, teacher education programmes are those that prepare new teachers with such knowledge, skills, attitude and values to facilitate the ongoing professional development for in-service teachers.

1.11.2 English language teacher (ELT) education

English is the only foreign language as a medium of instruction in Ethiopia (MoE, 1994:47). The analysis made by Eshetie (2010:21) clearly depicts that Ethiopian students need to be competent in English language for academic success, and for career development. Despite this role in education, English is also becoming a medium of communication in various sectors as it is a crucial international language. Thus, English language teachers should be professionals in English language pedagogy in order to satisfy the demands of their students. In addition to the pedagogical knowledge and skills all teachers require, English language teachers need to understand the linguistic and socio-cultural aspects of the English language and their own context. Mijena (2013:169) states that this situation in general in English language performance of the Ethiopian school teachers brought English language teacher education to attention of the Ministry of Education.

1.11.3 Post graduate diploma for teachers (PGDT)

The Post Graduate Diploma for Teachers is a one-year professional teacher education programme to obtain a post graduate diploma in teaching after a three/four year degree course in major fields. It consists of courses in educational psychology, general teaching pedagogy,

subject area teaching methodology, school-based practicum experience and action research project (Geberew, 2017:369; MoE, 2011:47).

1.11.4 Reflective practice

Reflective practice is at the heart of effective teaching and learning in the modern world. Reflective practice means looking back at something done earlier and thinking about what and how it went. People learn better from their own experience especially when they think critically about it. Therefore, reflection on one's own practice enables the practitioner to learn more flexible approaches to the action. The most prominent educational philosopher, Dewey who brought the view of using reflective practice into the teaching profession, illustrated three assumptions to understand reflective practice: the interaction between dispositions (being), practice (doing), and professional knowledge (knowing) (Minott, 2006:20)

1.11.5 Reflective teaching

Reflective teaching is an approach to teaching and learning that uses reflection as an effective tool to address challenges and problems. It engages reflective teachers in assessing, discussing, evaluating, changing and developing their practices, by implementing adoptive and investigative approach to their work (Minott, 2006:15). Reflective teaching, thus, can be viewed as a source for planning and action as it allows teachers to recall their past experience, evaluate and make decisions. Reflective teachers are similar to other professionals in terms of diagnosis, the practice of evidence-based practice and professional pride, and in using data to evaluate the learning requirements of students.

1.11.6 Practicum

Practicum is a practical school session designed for trainee teachers after classroom courses are done. Reflective practicum is the core element in the PGDT programme which is designed to introduce trainee teachers to the practical teaching and learning environment in the actual schools (Joshi & Verspoor, 2013:49). It is where the teacher trainees bring the classroom knowledge and skills into practice, guided by the direction given by university instructors and school mentors. It practically enables the practitioners to be critical and reflective about the theory, the knowledge they have acquired during the classroom learning time and the practice in the real context. The teacher trainees also start to work with colleagues, supervisors, mentors, students and even the community.

1.11.7 Supervision and mentoring

Supervision and mentoring are the other important activities during the school practicum. Supervisors are university teachers who assign teacher trainees to the schools, then they facilitate and monitor the teaching practice working in collaboration with school mentors. School mentors or coaching teachers are experienced teachers in the schools who coach the trainees during the practicum. Mentoring is somewhat characterised by an 'expert–novice' relationship during the practice (MoE, 2009:67). This includes sharing experiences orally or inviting the teacher trainees to watch while teaching, introducing them to the school environment and the working culture in the school. The supervisors are responsible for assessment, but mentors should also take part in grading the trainee teacher.

1.12 CHAPTER OUTLINE

This study is divided into seven chapters. This section of the study gives a brief review of each chapter.

Chapter 1 contains orientation to the study. It gives background to the study, defines the statement of the problem, and introduces the research questions and the objectives of the study. This chapter also outlines the theoretical framework underpinning the study, and ten highlights the research methods and approaches. Finally, the chapter offers the definition of terms.

Chapter 2 presents a review of related literature on the reflective practice course as a component for Post Graduate Diploma for Teachers (PGDT) and for teacher training and development programmes. Trends of teacher education programmes in the world, theories or models in English education for non-native teachers are discussed. In addition, the need to change existing culture in teacher education in general and in English language teacher education is also discussed.

Chapter 3 defines the scope of reflective practice in teacher education**.** The literature on the skills and components in reflective practice is presented**.**

Chapter 4 discusses the research methodology. It mainly focuses on the research design, methods, study area, sampling, data collection tools and procedures. In addition, data analysis techniques, reliability, validity and trustworthiness issues are also covered in this chapter.

Chapter 5 presents the analysis and discussion part of the study. It focuses on answering the research questions. It addresses each research question under emerging themes and sub-themes. The analysis also takes developing issues into consideration which appear while the analysis was in progress. This always happen in a qualitative research as a result of its evolving nature.

Chapter 6 deals with synthesis, conclusions and implications of the study, based on major themes emerging as a way of addressing the research questions and the findings of the study.

Chapter 7 gives the proposed framework and directions for the implementation of reflective practice in ELT teacher education programmes.

1.13 CONCLUSION

Chapter one presents a brief overview of the study. Therefore, it gives orientation to the study including the background, statement of the research problem and theoretical frameworks that support the study. It also presents the research questions, objectives of the study, the research design, the participants and the sample, data collection instruments and data analysis strategies, employed in the study. It explains the significance of current study and defines the key concepts. In the end it highlights content of the chapters in this study.

Chapter two reviews the theoretical background of the study and definition of the key concepts under reflective practice. The general status of teacher education in the world and in Ethiopian context is reviewed. The learning theories and teacher education models that underpin this study are reviewed in detail.

CHAPTER TWO

THEORETICAL FRAMEWORK FOR REFLECTIVE PRACTICE

2.1 INTRODUCTION

Chapter 1 of this study introduced the study, outlining the background and problem with the research questions. It went on to highlight the theoretical background of teacher education programme in the Ethiopian context. This chapter focuses on the conceptualisation of reflective practice together with definitions of the constituent concepts. The theories that underpin educating reflective teacher trainees are reviewed in this chapter and reasons for their use. Teacher training models, suggested by various scholars at different time, are also reviewed in this chapter. Therefore, reflective practice, and its scope in teacher education programmes, is highlighted in this section, but the components and details of reflective teacher education programmes is given in Chapter 3.

2.2   CONCEPTUALISATION OF REFLECTIVE PRACTICE

In understanding the concept 'Reflective Practice', it is important to define the terms and concepts: reflection, reflexivity, reflective practice, reflective practicum and reflective teaching. In recent studies, reflective practice has been used as a wider term but when it is used in the context of professional development and training programmes, reflective practice and critical reflection are terms that could be used interchangeably because both tend to refer to a similar concept. Some writers use all terms interchangeably but others consistently use one term in order to avoid confusion. In this study, the terms are used to address the issue in context, from university teaching and learning to the schools where the trainees become practitioners. In the latter part of this section, definitions and the origin of each term is given to alleviate confusion. However, the broader ruling concept 'Reflective Practice' and how it is associated with the other terms, is elaborated on.

Sybil and Nahida (2012:29) state that reflective practice is the extension of the reflections done by practitioners at different levels or phases. In all discussions, 'reflection' is the underpinning concept and refers to critical thinking for diverse reasons in experiencing various instances. When the thinking is critical and organised within a structured plan with defined guidelines to evaluate practice and experience, it is referred to as reflective practice. In contrast, reflexivity is

defined as the ability to perform the reflective practice which refers to making improvements to beliefs, thinking, methods and practices.

From the time of Plato and Aristotle (Sybil & Nahida, 2012:15), scholars have argued that it is important to recognise human ability to think and understand cognition and the ability to reflect as vital skills. Consequently, reflexivity is understood as a distinguishing power that separates man from other animals. However, this ordinary notion of how and why thinking and reflection is important in human life needs to be well-defined. Scholars, educators, sociologists and psychologists have explicitly depicted the value of critical reflective thinking. According to Carroll (2010:24), human beings, using their ability of reflexivity and critical thinking, make sense of events in life and have access to a variety of choices about how to inculcate the right choice in a meaningful manner. The world's most successful people tell stories of how they failed at the beginning of the journey but of the important lessons learned in the process which led them to success.

In education, reflective practice is defined as a process by which a practitioner examines his or her situation, behaviour, practices, effectiveness and accomplishments (Ghaye, 2011: 5). Dewey (1933), an American Philosopher, has been acknowledged as the originator of reflective practice. Schön (1983-1987) developed Dewey's idea of reflective practice into the field of educating professional expertise (Debra & Lesley, 2011:76). Schön states that reflective practice is an activity in which teacher practitioners recapture experience, think about it, mull it over and evaluate and then to start the process again. It is this learning from experience that is important in teaching and learning especially at a professional level (Moon, 2008:89). Richards (1990:45) argued that reflective teaching creates higher levels of awareness moving beyond the ordinary level of thinking about how teaching and learning takes place. Richards and Lockhart (1994:78) defined reflective teaching as an approach that allows teachers and students together to collect data about the process, examine the data, and use the information obtained as a guideline to critically reflect on the teaching and learning in order to make improvements. The reflection, based on questioning, starting with beliefs, attitudes, assumptions, knowledge and skills, requires both teacher and students to be actively engaged in the process of observation and evaluation. The teacher's ability to facilitate the process and her/his attitude in interpreting the feedback is very important. Therefore, a reflective practicum is a crucial part of the teacher education programme in preparing teachers to develop the skill of reflection. This concept is fully discussed in Chapter 3.

As definitions have been derived from different sources, these terms tend to be a source of confusion since the introduction of reflective practice as an approach for professional learning and teaching. The terms, commonly referred to, and inter-changeably used when reflective practice is the subject, are discussed below.

2.2.1 Reflection

The term *reflection* was discussed in the preceding section, but various definitions are given. Mezirow (1995:67) refers to reflection as an intuitive process that is helpful for learners to shape their thoughts to develop social and professional competence. Mezirow (1995:68) further explains that life becomes more meaningful if choices about what, why and how to do things are made with reasons and justifications. Therefore, according to this definition, in an academic context, a professional is designated as capable person if she/he is able to reason and justify their actions. For example, in science laboratories, scientists spend a considerable amount of time working on justifiable reasons to support their findings.

Definitions derived from dictionaries also declare similar notions in defining the term *reflection*. For example, the Oxford English Dictionary (2012:45) defines reflection as a human act of fixing thoughts on a particular subject by meditating in-depth or serious considerations. These are understood as modes or operations by which the human mind makes knowledge of itself and its actions, and deals with the ideas received from consciousness. This definition gives emphasis to the fact that reflection is a mechanism to learn from experience and understand how the human mind functions. According to Collins Free Dictionary (2003:12) the terms such as quiet thought, careful thought, contemplation or consideration define the concept of reflection. These terms associate the act of reflection with conscious mental capacity that human beings use to perform activities with attention and knowing what and why to do them.

A teaching expert, Professor Jenny Moon (2009:89), defined reflection in the same manner. She explains that reflection is a human mind exercise in thinking about what has been done, learned and experienced. Likewise, Lawrence-Wilkes and Chapman (2015:45) define reflection as a deliberate mental process or contemplation of things that have happened, experienced and learned from one's own point of views and others. Therefore, it is a means of looking at things from the surface to find the truth, to draw conclusion and build new knowledge. According to Taylor (2006:198), reflection is not simply throwing back ideas and memories; it is a cognitive act of thinking, contemplation and careful consideration in order to make appropriate decisions. In this sense, reflection is thinking rationally and with intuitiveness, based on evidence.

2.2.2 Reflexivity

According to Kitchener (1983:222) *reflexivity* is the act of viewing by standing outside the situation for a more objective viewpoint. It is a process of thoughtful observation to examine and gauge values, assumptions, behaviour and relationships. This in turn helps to monitor learning and develop intra-personal and inter-personal communication skills necessary in personal and professional life (Lawrence-Wilkes & Chapman, 2015:48).

2.2.3 Critical Reflection

As viewed by many scholars, *critical reflection* is a cognitive process that links theory and practical work involving critical thinking (Lawrence-Wilkes & Chapman, 2015:48). It refers to adoption of inquiring stances to solve problems, challenging the existing state of affairs and critically examining assumptions. It also extends to considering wider cultural and socio-political perspectives in diverse contexts, theories and professions.

Brookfield (1995 as cited in Miller, 2010:22) suggested four lenses that teachers could use for critical reflection. These lenses include the practitioner's autobiography (self-review), the students' eyes (student review), colleagues' experiences (peer review) and theoretical literature (benchmarking). The four lenses theory implies that apart from reflection on one's own experience, reflection through other lenses, on various perspectives and considering other similar theories comprises critical reflection (Brookfield, 1995:76).

Critical reflection, as depicted by Smith (2011:213), is a thinking process where one sees beyond the already established and accepted assumptions. Referring to Kolb (1984:45), Habermas (1970:208), and Barnett (1994:88), Smith (2011:214) further verifies that in an educational context, critical reflection is not simply a reflection on the behavioural and technical aspects of the already established school practices; it is rather a means to critique on all forms of knowledge and skills in a planned step-wise process to make improvements or determine and suggest new directions.

2.2.4 Reflective Practice

As stated earlier *(cf. 1.6.2) reflective practice* is a wider concept. Fook (1999:204) regards reflection as a thinking practice in understanding what is happening in life in general. However, critical reflection and reflective practice are regarded in educational contexts as referring to improving professionalism. In this sense, reflective practice is the ability to reflect on action to

be engaged in, in a process of real continuous learning and development (Schön, 1983:33). Thus, reflective practice requires critical attention to the practice and theories that underpin all actions. In addition, guided cyclical steps are followed in examining the practice and experiences leading to a developmental view (Bolton, 2010:76). For this reason, according to Ghaye (2011:56), reflective practice is understood as a practical guide to professional learning, supported by critical thinking and a list of inquiry. The process seeks to capacitate insights and support the learning for new experience, knowledge and action that enhances self-development and professional qualification (Lawrence-Wilkes & Chapman, 2015:49).

2.3   HISTORICAL OVERVIEW OF THE REFLECTIVE PRACTICE THEORY

Reflection, the central concept, is considered old terminology, with the reflective practice theory being derived from old and modern concepts, expanded, adapted, redefined, adopted, taught, and practised. In the literature, scholars refer to reflective practice as related to professional development, teaching, training and coaching that could be for personal improvement or wider socio-political and organisational development.

In general, reflection has long been understood as a learning means, but been termed and theorised in different ways at different times. From 500 years before the birth of Christ reflection has been the leading concept in the minds of the philosophers who study and theorise how human beings learn. For example: The Chinese philosopher Confucius (551-479 BC) theorised three ways of learning: through reflection; through imitation; and through experience (Lawrence-Wilkes & Chapman, 2015:49). The Greek philosopher Socrates (470-399 BC) believed that critical thinking and reflection applied to the learning process helps decide and accept whether something is true or false (Lawrence-Wilkes & Chapman, 2015:51)

Through time, the meaning and applications of reflective practice in education has changed a great deal. Likewise the content, the level, the procedures and the tools have also been varied. Table 2.1 summarises some of the historical concepts that have been crucial in the reshaping, modifying and developing of the concepts of reflective practice in the modern sense.

Table 2.1: Philosophers and their key approaches

Proponents	Origin	Theme	Approaches/ key concepts
Immanuel Kant (1724 1804)	German philosopher, founder of Western philosophy	Critical reasoning	-Logical and rational thinking -Thinking superior to received opinion.

Proponents	Origin	Theme	Approaches/ key concepts
Betrand Russell (1872-1970)	English philosopher and mathematician	Checking for agreed evidence	-Knowledge is a belief in agreement with facts
John Dewey (1859-1952)	American philosopher and educational reformer.	Reflective thought as a process	-An experience -Spontaneous interpretation of the experience -Naming the problems -Generating possible explanation -Refining a full- blow hypothesis -Experimenting the hypothesis
Jean Piaget (1896-1980)	Swiss psychologist	Concept, reflection and action- Adult learning	-Thinking at different stages -Experience -Concept -Reflection, and -Action -Then, new understanding of knowledge.
David Kolb (1939)	American educational psychologist	Elements in experiential learning	-Concrete Experience -Reflective -Observation -Abstract conceptualisation -Planning -Active experimentation
Wolfgang Kohler (1887-1967)	German gestalt psychologist.	Insight learning	-Identify a problem -Trial and error -Consider a solution before taking action
Donald Schön (1930-1997)	A philosopher, author and professor at the University of Massachusetts, America	Reflective thinking approach	-Reflection-in-action -Problematic situation -Reflection–on- action
Barbara Larrivee	An expert in teaching and reflective practice at the University of California, America	Reflective practice in classroom teaching and learning	-Transforming the teaching learning practices -Authentic classroom management -Creating active learning community -Building the culture of reflective practice
Gillie Bolton	A researcher at the London University, writer and consultant	Reflection through the looking glass	-The lens of one's own points of view -Through the lens of others
Carl Rogers (1902-1987)	American psychotherapist and writer	Self awareness	-Self-reflection -Critical reflection -Problem solving skill -Personal growth
Michel Foucault (1926-1984)	A French philosopher and social theorist	Personal reflection	-Social health -Go beyond the limits of existing knowledge
Karen Kitchener	American Counselling Psychologist, A professor at the University of Denver	Reflexive process of meta-cognition	-Monitor one's own learning -Aware of the limits of one's own knowledge -Understand effects of own values, assumption and expectation on

Proponents	Origin	Theme	Approaches/ key concepts
			behaviour
Jack Mezirow (1923-2014)	American Sociologist, Professor of Adult Education, Colombia University	Transformative learning	-Critical reflection -Discourse to validate insights from the critical reflection -Action
Daniel Goleman	American Psychologist	Values of emotional intelligence	-Self awareness -Social awareness -Self management -Relationship management
Stephen Brookfield	English Educationalist, University of St Thoma American	Critical reflection-lens theory	-Critical reflection -Multiple perspective -Lens of theory
Jurgen Habermas	German Sociologist and philosophers	Critical reflection to fin evidence	-Systematic/ scientific enquiry/ reasoning -Subjective self-reflection based on perception.
Lawrence-Wilkes and Ashmore	Higher education professional development Northern England	Reflective rational enquiry	-Critical Reflection -Experience, -Self Knowledge -Analytical insight -Reflexivity -Meta-cognition -Meta-critique -Praxis -Professional development
Jenny Moon	Bournemouth University, Exeter University, Great Britai	Reflective learning	-writing journals -Reflect on what is done -Learn from experience -Find solution -Professional development

Own table of scholarly works

From the above review, it can be seen that the proponents of reflective practice through the history are scholars of various philosophies such as educationalists, mathematicians, psychologists, counsellors, authors and philosophers from Western world.

2.4 THEORETICAL FRAMEWORK

Theory defines how and why something or people are the way they are or act in a certain manner. Theory also provides general principles that associate the way a subject is studied. Hence, it is tentatively accepted insight, belief, knowledge or procedure applied in different circumstances to explain a specific phenomenon.

For this research, the researcher has reviewed various theories to establish the theoretical ground underpinning the study and to determine where the research would fit in. For this reason, this section reviews critical theory, critical reflective practice theory, teacher efficacy theory, transformative learning theory and social constructivism theory. These theories create a

background for this study for the essence of 'Reflective Practice' in preparing pre-service ELT teachers as lifelong learners.

2.4.1 Critical Theory

Critical theory originated from the Marxist school of thought and then was developed by sociologists at Frankfurt University *(cf. 1.6.1)*. Following Marx's work, the Frankfurt School critical theorists shaped the theory into Frankfurt School of Thought. The scholars associated with the Frankfurt School thought such as Max Horkheimer, Theodor Adorno, Erich Fromm, Walter Benjamin, Jürgen Habermas, and Herbert Marcuse showed consideration for the concept of critical theory and put it at the heart of constructive theory, claiming that critical theory was the result of the critiques against the positivist theory (Ingram & Simon-Ingram, 1992:34).

Max Horkheimer (1982:67) emphasised that critical theory should achieve two significant things. Firstly, it should account for the society as a whole within a historical context, and secondly, it should seek to offer a strong and holistic critique incorporating knowledge from all social sciences. Max Horkheimer further stated that the theory can only be considered as true critical theory if it is explanatory, realistic and normative. This means that the theory must sufficiently explain the societal problems that exist, must offer practical solutions for how to respond to the challenges and make differences. Moreover, it must evidently abide by the norms of criticism established in the field of critical study (Crossman, 2017:89). Habermas (1987:57) added that reflection is an important element to critical theory. He claimed that critical theory does not simply seek to explain a phenomena, it also interprets human activities. Additionally it reflects on its roles in the society, being conscious of the roles it plays in the society in a particular context that gave rise to it and the interest of the practitioners.

Fuchs (2015: 2-3) referring to the Frankfurt School Theory, defined the following aspects of critical theory as:

1. *Epistemology,* which refers to the theory of knowledge and how the concepts that constitute the theory are organised. The dialectical reason that points toward a transactional reality is an epistemological dimension of critical theory. This nature of critical theory encourages educators to search for and reflect on individual interconnectedness among schools, the society and the culture (Abrahams, 2004:67)

2. *Ontology,* which means the theory of being dealing with how reality is organised and developed. Critique of political economy in a society and critique of domination of exploitation and ideology critique form the ontology of critical theory.

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3. *Praxeology,* which is about human action. Critical ethics, struggle and political practices form the praxeology of critical theory.

Habermas (1987:60 stated that when humans take a role in an action, they do so with a purpose in mind. This means that human beings first try to anticipate the form of some activity or something and then how it will be used. This implies that the existence of humans in the modern world requires anticipative thinking and communication. In two specific senses, communication and thought, the economic system is basically cultural (Fuchs, 2015:56). Marx, the original critical theorist, reformulated questions about the knowledge and activities of human beings. The questions: What can I do? What ought I to do? May I hope? are formulated as a form of critical philosophy. Scholars in the field of social and political economy still believe that critical theory is crucial to the understanding of contemporary society in a changing world (Mezirow, 2009:69). So educators, in this changing world, need to prepare the learners accordingly as the learners are taking the responsibilities for every bits and pieces of socio-economic and political fate of the community. Abrahams (2004:70) explained that social shaping and reshaping of the learning experience in schools is central to critical theory in which schools play a prominent role in creating and transferring social reality.

2.4.2 Critical Reflective Practice Theory

Critical reflective practice theory introduces the importance of the combination of the two critical concept *critical reflection and reflective practice*. The scholars who have introduced the theory into their works refer back to the works of Dewey (1933), the educational philosopher who have well established the worth of reflection in learning. Following him scholars such as Schon (1984, 1997) and Kold () brought the idea of critical reflective practice into the fields of professional training *(cf.1.6.2).* The term *reflection (cf. 1.6.2 & 2.2.1)* refers to approaches in understanding what is happening in one's life and experience. Reflective practice is a professional term mostly referred to in the field of educational research and adult education. Kingsley determines critical reflection as a subset of reflective practice. The two terms, reflective practice and critical reflection are considered to be similar (Fook, 2004:87) in different fields of professionalism. In Chapter 3, the terms are more clearly defined and discussed.

Smith (2008:55) states that critical reflective learning allows practitioners to examine individual uniqueness and specific identities that encourages them to perform in their own way in a particular context. One of the conceptions about critical reflection implies that it is a thinking

that occurs beyond the already established and accepted social procedures. For example, reflective knowing attests to the already established professional practices to enquire why trained experts have particular ways of doing. Schön's (1987:41) assumption in this regard is that critical reflection aids to identify what specific areas of training should be included in a certain kind of professional training.

In adult education, the reflection path should be carefully planned to encourage adult practitioners to take a critical approach towards their own work and position themselves in relation to the performance they exhibit (Leach, Neutze & Zepke, 2001:18). In this sense, reflection not only includes questioning how to perform, it is also about critically analysing the status of the performance, the degree of achievement and identifying gaps in the way forward to find solutions. Schön (1996:59) describes this as a level of reflection that promotes professional capability and professional progress. Smith (2011:222) made a point that content domains and indicators of critical reflection offer support in becoming constructive learners giving criticism on and emphasis to personal and social influences on actions.

The definition of critical reflective thinking, indicates that the assimilation and accommodation-reframing and learning occur during the process of critical reflection. According to Dewey's definition (Illeris, 2009:79), experience as a learning process happens when habitual acts and thinking are disturbed and result in inquiry. Then, the inquiry grows into investigative enquiry in which ideas, hypotheses, perceptions and theories are used as instruments, leading to creative and potentially inventive action. On the other hand, in constructivist theory, knowledge is always viewed as socially constructed phenomenon. Therefore, it is linked to the people and the social contexts where it is created or modified (Foucault, 2002:67; Hsiung, 2008:216; Mertens, 2005:42). The constructivist theorists suggest that reflection enables the professionals or the learners to construct new knowledge from what they have experienced (Sybil & Nahida, 2012:89). Thus, critical reflection is considered as a thorough process which considers methodical responsiveness to personal, interpersonal and contextual aspects influencing the practiced and said, or to what is not performed and not done throughout the action in a particular context (Smith, 2008:49).

However, critical reflection, as a learning theory, is criticised for certain aspects related to implementation. Smith (2011:229) identified an important aspect about critical reflection on its potentially unconstructive self-regulatory role. For example, in portfolios, students emphasise the circumstances and impacts of personal knowledge, perceptions, skills and behaviours, which

implies that their reflection is largely self-critical. Under such circumstances, students become overly critical of their own performance rather than adopting a reasonable critical perspective of their opinions and actions within theories and social contexts to which they belong (Johnson & Cassell, 2001:789). As a consequence to such self-criticism, students may develop negative feelings about their own performance. This in return can create barriers to learning, disfigure critical thinking and weaken the will to continue learning from reflection. This is also the reason why Mezirow (2009:79) considers critical reflection as a heralder for transformative learning which promotes mental readiness for change.

2.4.3 Transformative Learning Theory

The concept of transformative learning was introduced in an article published in 1978 in *The American Journal of Adult Education* (Illeris, 2009:98) and has become popular in the field of adult education *(cf.1.6.3)*. The article urged for the conception of transformative learning in adult education that re-examines the expectations of adult learners whose thinking, feelings and action tend to be framed:

> *Transformative learning is, thus, defined as the process by which learners transform problematic frames of reference (mindsets, habits of mind, meaning perspectives) – sets of assumption and expectation – to make them more inclusive, discriminating, open, reflective and emotionally able to change* (Illeris, 2009:98)

Illeris (2009:98) alluded that transformative learning is the whole process in which the practitioners transform challenging frames of references to grow into more inclusive, selective, open, reflective and emotionally ready to change. In most cases in the education system, for example in Ethiopia, the biggest challenge in bringing changes to the system is the inability of the people in the system to accept change and to be changed.

First time experience is very challenging for professionals who are practically performing the task on the floor. Here the important point is that the practitioners never stop the practice due to the challenges rather they should learn from their field experience and from the challenges. Then, they transform to a more experienced professionals who can think of a way out, and do things in a better way than before. For the trainee teachers, first time school experience is always frustrating. Nevertheless, reflection on what is happening in the real context, what is right and wrong, what is more challenging and what is successful and what is not so enables them transform to be a professional teacher. It is also clear that reflective practicum gives the trainees the opportunity to practice open-mindedness and learning from the reflection on their

own beliefs, attitude and practices. In this study the researcher makes certain that the collaboration of the stakeholders during the teaching practice and the support given to the trainees formulates a conducive environment for the trainees to learn from the practice and transform into a confident professional.

Mezirow (2009:5) further explains that these frames of reference (thinking, feelings and actions) are the constructs of culture and language through which the learners formulate meaning attributing consistency and implication to their experience. These frames of reference also form and set the limits of the learner's understanding, cognition and feelings shaping their intentions, values, expectations and objectives for learning. The preconceptions, in turn, set the learners 'line of action'. They operate within or outside the awareness zones in two states: as a habit of human mind and as points of view. In addition, the habits of mind orient the perception by formulation of certain codes. The codes could be cultural, social, linguistic, political, economic religious or educational. The habits of mind are articulated in specific points of view that make the individual as an identified being. Mezirow (2009:93) affirms that transformative learning is meta-cognitive epistemology of evidential (instrumental) and dialogical (communicative) reasoning. The instrumental learning involves task-based learning and communicative learning involves critical self-reflection. In each case, the elements of learning the elements are involved in both habits of mind and points of views. Habits of the human mind imply how a person categorises own experience, values, people, and activities around including himself/herself. These frames of reference in mind also encompass structures, rules, codes principles, schemata, standards, personal values, traits and dispositions on which individual's thinking, perception and action are based.

In this regard Sybil and Nahida (2012) adds that critical reflection determines the learning process that results in the transformation of beliefs, attitudes, assumptions, and the conceptual code that form the way learners understand.

Mezirow and his associates (Hickson, 2011) also identified useful methods and approaches that foster critical self-reflection in transformative learning. These include critical incidents, recorded histories, personal journals, media inspection, repertory grids, metaphor analysis, theoretical mapping, engaged learning, cooperative learning and action-reasoning (Illeris, 2009:103). Hickson, 2011 explains that there are various ways to engage the practitioners in reflective practice. However, Hickson suggests that whichever way is preferred, it should be guided, well-structured and systematic. The researcher, in this study, tried to explain how

structured and guided reflective practice helps the trainee teachers transform into competent professionals.

The other two perspectives of transformative learning are Robert Boyd's (1991) Transformative Education and Paulo Freire's Social Transformation. Boyd defined transformative education as a lifelong process through which individuals come to understand or discover a new sense of empowerment, a talent or a change in personality. As a result, significant changes happen in the individual's psychological development and the unconscious constraints that hinder the individual's self-actualisation will be lessened. As stated by Scott (1993), Boyd's transformative education is about exploring the role of unconscious psychology for individual development, whereas Mezirow's perspective is personal development from the 'ego' or where consciousness is dominant. In contrast, Freire looks at the rational side of human nature with a theory of existence which views people as subjects who continuously reflect on their action for the transformation of the world. Unlike Mezirow's transformative theory, he is concerned about social transformation (Freire, 1970:19). However, though there is a difference in the perspectives of scholars, the basic concepts in transformative learning such as inquiring, critical reflection on real acting, ideology, culture, perception and one's mentality, acceptability of informed objective and rational accord, are commonly referred to as a means of development and problem solving.

2.4.4 Teachers' Efficacy Theory

The literature refers to Albert Bandura in relation to the concept 'Self-efficacy' (*cf.1.6.4*). The teacher self-efficacy theory is derived from Rotter's Social Learning Theory and Bandura's Social Cognitive Theory (Cagle & Hopkins, 2009). Bandura (as cited in La Cock, 2014) brought into focus the construct of self-efficacy as an important aspect of his social cognitive theory. La Cock (2014, referring to Bandura, 1994) defined self-efficacy as an individual's belief in performing a variety of activities and attaining his/her goal, not being contended by challenges. The *Advanced Dictionary* defines self-efficacy as capacity or power to produce a desired effect. According to Gavora (2014:88) self-efficacy is a system that regulates an individual's performance in practically implementing his/her knowledge, skill, talent or experience. The same concept holds for teachers and it is referred as an important characteristic of teachers in considering themselves responsible persons in the progression of the task of teaching and learning, as an educator and as a learner. Gavora (2014:89) argues that self-efficacy should be understood differently from teachers' competence which refers to teachers' professional

knowledge and skills. Bandura (1994):56 affirms that self-efficacy is the belief of the teacher that highly influences the thinking patterns and emotions about his/her performance. Based on this, Bandura classifies self-efficacy within two constituents: the first is efficacy expectation and the other is outcome expectation. Efficacy expectation is the belief the teacher has about his/her professional ability, knowledge and skill. Outcome expectation is the estimate made by the teacher about the likely consequences of his/her performance. This implies that each are very important for successful teachers, because the higher the self-efficacy results, the higher success in performance, and the lower the self-efficacy, the lower success even for highly qualified professionals.

The development of a positive perception of self-efficacy involves the psychological processes which include cognitive, motivational, affective and selection processes. Affective processes are controlled by positive feedback and encouragement (O'Sullivan & Strauser, 2009:251), which signifies that teachers develop a strong defence against negative thought, stress and depression as a result of facing challenges in their working life. La Cock (2014:78) in his dissertation, suggested that individuals who believe that they have the capability to exercise control over intimidating situations, do not as a rule, evoke negative thinking patterns. The cognitive processes involve successful experiences of gaining new information and knowledge from whatever they come across in daily practice. They organise the information and apply it effectively with positive intention and the aim to improve conditions. The motivational processes help set positive goals for the future, making visible expectations succeed. Social influence and lessons learned from colleagues help practitioners hold positive emotions for reaching goals even meeting challenges. Role modelling also forms a very supportive environment where novices learn through observation. O'Sullivan and Strauser (2008:251) explain that self-efficacy draws on both cognitive and behavioural components. This is according to the principle that cognitive events can be modified and brought to life during mastering experience, which in turn develops into effective presentation.

La Cock (2014:79) emphasises four key procedures through which self-efficacy can shape a human action effectively: the cognitive process, the self regulation of motivation, the affective process, and the selection process. In order to get such positive influence, Bandura (1994 as cited in Gavora, 2014:782; Cagle & Hopkins, 2009;29) suggests four main sources of a healthy sense of self-efficacy:

1. Mastery of teaching experience relates to personal experiences as the most powerful sources of information for raising self-efficacy (Bandura, 1994:88). Experiences provide authentic evidence in an owned context where the teacher can interpret the results confidently.

2.Vicarious experience relates to what novice teachers learn from modelling and observing experienced teachers. Observing teachers in practice and by observing the characters of successful colleagues can result in developing positive efficacy. This is the reason that teacher educators should pave the way for the teacher trainees to work in collaboration with experienced teachers.

3.Social persuasion relates to the role of supervisors, mentors and peers in influencing the self-efficacy of teacher trainees. Giving positive or supportive feedback, supporting emotionally and giving encouragement is believed to increase the novice teachers' self-efficacy

4.Physiological and emotional states relates to the physiological and emotional state that can positively or negatively influence the self-efficacy of the individual (Bandura, 1994:90). Emotions such as feelings of excitement, enthusiasm or of being in a right mood may signal the anticipation of doing things successfully. In contrast, feelings of anxiety, stress and anger are signals for the individual to perceive himself/herself as a low achiever. Thus, the emotional state of an individual can positively or negatively affect his/her achievements.

La Cock (2014:34), as a researcher and a teacher, suggests that the most effective way to develop a teacher's sense of self-efficacy is through personal mastery of experience, because self-efficacy enhances the teacher's morale and motivation.

In accordance with constructivist theory, learning occurs in active, constructive processes in real contexts where the learners actively engage to construct their own individual representations. Specifically, adult learners construct new information based on their own experiences or prior knowledge. Therefore, an individual's experience, which forms the foundation for learning, becomes subjective. In each of the aforementioned theories, these basic elements of constructivist theory are addressed in one way or the other. For example, critical theory assumes shaping and reshaping of experiences in schools and playing more prominent roles in creating and transferring social realities in a natural context (Abrahams, 2004:77). The critical reflective practice theory of learning is about questioning one's own realities, performances and achievements and learning from critical reflection and feedback (Fook, 2004:56; Smith,

2011:221). Similarly, Bandura's transformative theory raises the individual's ability to reflect on his/her mindset and perceptions to engage in transformation in real life. Teachers' self-efficacy learning theory, Bandura says, is successful mastery of experience which helps the learner benefit from positive feedback in a relaxed natural environment and which increases the self-efficacy of the learners, which in return develops the performance.

Therefore, as this study is guided by the constructivist philosophy, it is important to review the knowledge base suggested by these theories of learning. The literature review, in chapter 3, gives a more detailed review of the theories and offers principles for reflective educators to follow in order to prepare reflective English Language Teachers (ELT).

2.5   SOCIAL CONSTRUCTIVISM

Various theories of learning have been developed by scholars in the field of educational psychology. In this section, the researcher tried to review the dominant learning theories as it is important to understand how human beings learn in preparation for educate pre-service teachers. Some of the dominant theories of learning include cognitive theory, engagement theory and schema theory.

The first one is the *Cognitive Theory*. Piaget and Vygotsky, the two prominent educational psychologists, focused on the qualitative development that occurs in thoughts through time and through collecting experiences (Macalpine, 2004:126). In the process of education, this strand is significant as developed in Kolb's (1984) 'Experiential Learning'. Kolb's work originates from the experiential intellectual works of Lewin, Piaget, Dewey, Friere and James in the 1900s who claimed that most of what learners know is learnt from experience. Based on this, Kolb developed a learning cycle that separates experiential learning into four essential phases: abstract formulation, planning (active experimentation), concrete experience and reflection (Kolb, 1984):78. The four phases are circular; however, the experiential learning does not just start at one phase and end at the other. It goes on in a circular iterative movement one phase after the other. Lave and Wenger (1991:156) state that 'situated cognition' emphasises the social nature of learning and the relevant natural framework. In situated learning, it is significant to put practical and contextualised tasks that match with the day-to-day life of the learners and develop their cognition (Wenger 2000:44). Within a natural learning context, learners not only become involved with actual experience activities in a real-life context, they must also collaborate with others.

The second one is the *Engagement theory*. Kearsly and Shneiderman, (1998 cited in Salmon 2002:56) argue that successful teaching and learning activities occurs when students are engaged in meaningful activities, and work with other people. Engagement and collaboration with others are very important aspects to enhance learning.

The third theory is *Schema theory*. The schema theory argues that the most important factor influencing learning is what the learner previously knows from experience. This cognitive approach with its view of securing concepts and information processing, is considered as bringing useful elements all together in a combined way of the cognitive and behaviourist thinking of learning. In this context, assessment offers opportunities to put knowledge into practice in new contexts and compare and make associations with old content.

In a summary, the constructivist view perceives learner-centeredness as a successful learning approach; the learners in a social collaborative way formulate knowledge for themselves, adding new knowledge to what already exists. The approach is more holistic and within these broad labels, constructivists have a number of different perspectives.

Von Glaserfeld (1990:79) distinguishes between trivial or personal constructivism, radial constructivism and social constructivism. Other theorists have added cultural and critical constructivism. The points of relation linking the concepts are very diverse as they represent different views on constructivism as they are constituted in educational practices and training. In this section, the researcher focuses on the social constructivism views of learning given that the social constructivist theory supports the study.

Social constructivism recognises that learners are affected by what is happening around them, including educators, small groups and society at large. Many of the views of social constructivism can be traced back to the work of Vygotsky (1896-1934). Vygotsky, a leading theorist, defined the position a society occupies in the development of individual learning. The teaching and learning strategies using social constructivist views often value meaningful activities over proper answers. According to social constructivism theory, learning is an active, constructive process in real-life contexts where the learners actively engage to construct their own subjective representations. Specifically, adult learners construct new information based on their own individual experience or prior knowledge. Therefore, individual's experience, which bases for learning, becomes subjective.

In each of the aforementioned theories, the basic elements of constructivism theory are addressed in one way or the other. For example, critical theory assumes shaping and reshaping of experiences in schools, playing more prominent roles in creating and transferring social realities in a natural context (Abrahams, 2004:78). The critical reflective practice theory of learning is about questioning one's own realities, performances and achievements and learning from critical reflections and feedbacks (Smith, 2011:221). Similarly, transformative theory raises the individual's ability to reflect on his/her mindsets and perception to make the transformation into real life (Mezirow, 2009:68). In Bandura's (1997:99) self-efficacy learning theory, successful mastery of experience helps the learner gains positive feedback in a relaxed natural environment and increases the self-efficacy of the learner, which in return, contributes to improved performance.

In general, the theories explain that human learning is the sum total of processes all the way through one's lifetime. The personal being, genetic, physical and biological; the mind, encompassing knowledge, skills, attitudes, values, emotions, beliefs and senses; and personal experiences in social situations, including the perceived content transformed cognitively, emotively or practically are integrated into the person's biography resulting in a persistently changing being (McMahon, 1997:69). This means that it is the whole person who learns in a natural, social situation. Therefore, learning must involve various academic disciplines including sociology, psychology and philosophy. The researcher believes that the reflective ELT teacher training framework will bring all these elements together and result in producing competent and confident professionals.

Hsiung (2008:44) affirms that reflective practice discloses that reflection is commonly visualised as a cognitive build that tends to function at individual level and in groups. He further points out that the lack of a social context for teachers to discuss and share their personal beliefs and experiences in order to construct common consideration, limits their professional growth. It is understood that teachers' personal beliefs and experiences can be brought to the teachers' own awareness through discussion and interaction with other colleagues. Appleby and Andrews (2012:78) support the idea that an individual's reflective acts occur within a dynamic and challenging socio-cultural and economic context. As this study is grounded by the constructivism philosophy, it is important to review what knowledge bases are suggested by these theories of learning. The review in the next section explains how the principles of reflective practice prepare reflective ELT teachers in the PGDT programme.

2.6   TEACHING THINKING SKILLS

Rajendran (2000:17) in his study "teaching higher-order thinking skills in classroom," explains that thinking skills are most crucial aspects in training reflective professionals. Teacher educators and schools teachers are responsible to enhance and facilitate the learning by keeping the curiosity and creativity seen in the learners. (Nieman & Moyai, 2006:67). This is because inquisitiveness is one of the main enduring characteristics of a dynamic human mind. Educational psychologists (Duchesne & McMaugh, 2016:76) believe that it is vital to motivate learners to stand out from the majority, to take risks and go ahead with their own ideas, to make recommendations, to offer their own opinions without having a fear of getting it wrong or being criticised. Learners need to understand that there thinking there is only one right answer hinders them from finding other options. Lewis, Perry & Hurd (2004) underline the fact that teachers should maximise the quality, variety and creativeness of learners other than teaching them to rehearse other people's words and results. It is important to note that discovery is the most important skill that helps human beings survive the challenges of the world. This skill is nothing but the result of looking at the same thing in a different manner to identify something new or unnoticed. Daniel et.al (2009) in their study suggested that learners should be advance in open mindedness, tolerance and in working together. All learners are not given similar abilities, and do not have similar views and experience about the world. Therefore, they should know that open mindedness to accept other's view and tolerance are crucial elements that help them learn from each other. They should also learn that doubt is not a pleasant state but being certain about only one view is illogical.

It is essential to understand that intelligent behaviour can be developed and it is not only a quality given to an advantaged one. The concept of dynamic views and intelligence should be clear among the learners. As clearly stated by Rajendran (2000), it is not just a smart mind, but it is about how intelligent behaviour deals with a problem to find a solution that fits the situation. Teachers should boost morale and motivation. Active and entertaining approaches encourage learners to take a more creative and instructive role in their own learning. In addition, learners should be trained to reason. It is important to avoid lack of caution, to be informed and make balanced decisions because the mark of an educated mind is the ability to entertain an idea before accepting it. Learners need to be trained to live in a dynamic world, developing the ability to make sense of new information, to think creatively and solve problems. Thus, learning should reduce uncertainty by transmuting the unknown into the known.

In creating lifelong learning ability, learners face the uncertainty and open-endedness that come with a true spirit of enquiry, and teachers should prepare them for all circumstances including jobs which do not as yet exist. Learners need to understand that critical thinking is something to strive towards and thus achieve their intellectual potential**.**

2.7 TEACHER EDUCATION MODELS

The complex nature of teacher education in diversified contexts has urged the scholars to develop a variety of models based on different philosophies. The social constructivist learning philosophy, the guiding philosophy in this study, emphasises learning through doing, experience and critical reflection. It is clear that the goal of preparing reflective practitioners is a worthwhile endeavour in teacher education in the 21st century where teachers are expected to lead a generation in this progressively changing technology era. Thus, it is of the essence to focus on developing a model that assists teacher educators guide trainee teachers in learning to reflect on and critically evaluate their practice.

UNESCO (2003:51) has reviewed teacher education systems in Western and European countries and has identified two teacher training models. One is teacher professionalism, based on the principles of mastering subject knowledge and professional capability. This means that teacher education programmes offer future teachers methodological skills and knowledge about learning and development. The second model is a personal growth model, which assumes that professional teachers have acquired self- understanding, and are more reflective, responsive, vigorous, and fully self-actualised and as a result, become better teachers.

Wallace (1991:79) in contrast, describes three models of teacher education: Craft model, Applied Science model and Reflective model. In the craft model, teachers are expected to learn by copying from or imitating their instructor or trainer who is considered as a model. Under the Applied Science model, teachers-in-preparation are expected to learn various theories, approaches, strategies, and techniques of teaching from their instructors or trainers. The trainee's role is just to learn these methods of teaching directly from their teachers and apply them later in their own teaching career. In the reflective model, teachers-in-preparation are expected to experiment with teaching in their own way. In this model, trainees are given the opportunity to make a trade-off between received and experiential knowledge (Fandino-Parra, 2011 & Hailu, 2014). Here, trainees learn various teaching theories, approaches or strategies and practice them in such a way that trainees would reflect upon them in search of further innovative or effective ways of teaching.

The three stages in the diagram below clearly indicate how the reflective model bridges the experiential knowledge, the received theories and the practice (Wallace, 1991:89). Before training, the trainees are not considered as empty entities; they come with existing conceptual schemata and learning experience. Human beings are naturally born with the potential to create, to understand and learn from their environment. During the training, trainees integrate the received knowledge, theories and the experiential knowledge (Fandino-Parra, 2011). Then, the goal is to become competent professionals as they practise, reflect and learn from reflection. The reflection is a circular move that happens again and again because the experiential learning does not end at a certain point. The circular move involves various activities such as practising, identifying problems, gathering data, thinking about the best solution, implementing and learning from the theories and the practical experience. When trainees are engaged in professional practices, it is through the reflection cycle that they learn and improve their performance applying it to context in which they are engaged. The six constituents in the reflective cycle are defined in Figure 2.1 below:

Stage I   **Stage II**   **Stage III**

Pre-training   **Teachers Professional Training/Development**   **Goal**
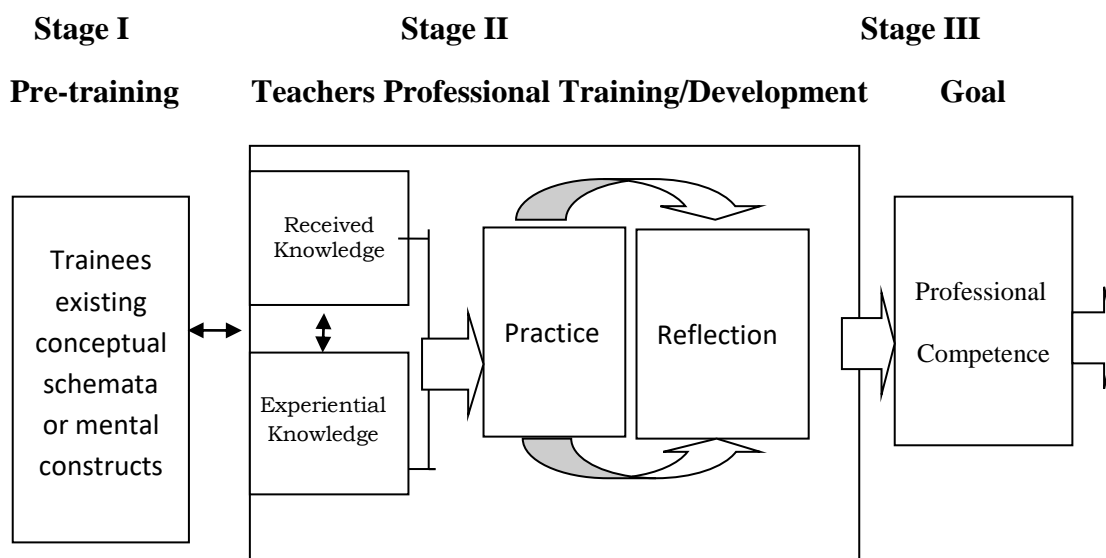
Figure 2.1: Wallace's teacher education model (Wallace, 1991)

The reflective model equips trainees with the theory and practice of critical thinking and reflection as applied to the teaching-learning process. This particularly gives the trainees the opportunity to examine the educational theories behind the application of reflective thinking and action to teach and to exercise it during the school practicum. The reflective model prepares teachers to fulfil the requirements for lifelong learning and development (Wallace, 1991:98).

At the centre of Wallace's teachers education model there is a reflection cycle (Wallace, 1991:99). Thus in addition to considering the elements in the model, the researcher also recommends the activities that should be considered in the reflection cycle. The diagram below is adapted from John Dewey's five phases of reflection, as revised by Loughran (2011:5). The elements in Kolb's experiential learning are constituents in the circle as well.
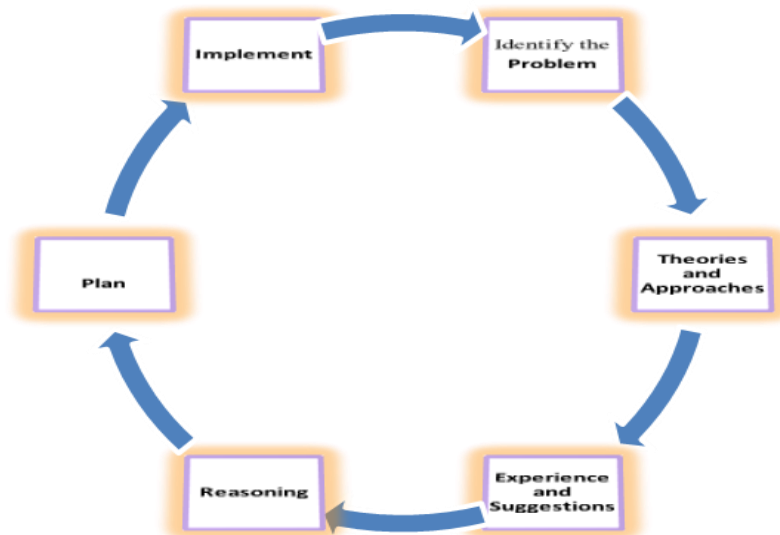
Figure 2.2: Six phases of reflective teacher learning (Abeba, 2019)

The reflective learning circle shows that it is a process that involves many processes. Each box in the circle represents a process that constituents different activities. The activities ground for the practitioners to develop the experience, theoretical knowledge and skills that lead him/her to professional capabilities. Different writers suggested different steps and procedures in the reflection process. However according to Dewey (1933 as cited in Jay and Johnson) reflective practice is not about order of the step it should be understood as a holistic way to address a certain problem and bring changes.

In current study, the trainee teachers are adult learners who have already taken courses and graduated from the university in English Language and Literature. Therefore they have enough ground to make meaningful reflective practice bridging the university course knowledge with education courses and the teaching practice. Consistent with this, Ghaye (2011:3) affirms that reflective practice teacher education model creates opportunities for these trainees to incorporates four categories of learning skills:

I. *Affective learning* helps to learn through feeling and emotion (Ghaye, 2011:3), Skills in the affective domain describe the emotional reaction and the ability to experience.
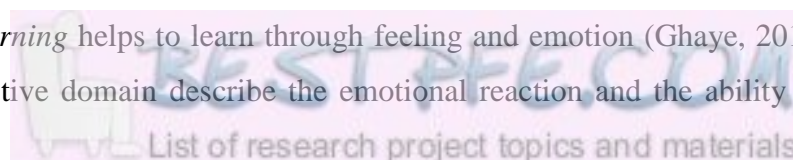
Affective objectives target the awareness and changes in attitudes, emotion, enthusiasm, exposure and feelings. Fandino-Parra (2008:269) argues that the affective learning domains have been neglected by traditional educators. However, he further claims that learning is highly influenced by emotions, mindsets, personal biases and prejudices, so educators should help the learners examine their emotions and understand how it affects learning and grow self-awareness.

II. *Cognitive learning* helps to think about things differently and more creatively (Ghaye, 2011:3). Anderson and Krathwohl's (2001 in Booysa, 2010) revised version of Bloom's taxonomy reflects the changed reflection on thinking and learning. This version of Bloom's taxonomy of learning attempts to rectify some of the problems with the original taxonomy. The cognitive dimension of the revised taxonomy has six skills similar to the original (from simplest to most complex): remember, understand, apply, analyse, evaluate and create.

III. *Positive action learning* guides what we think and feel into action that is ethical, proper and spiralling. Ghaye (2011:7) explains that there are many kinds of reflective practices that are to be taken as positive and purposeful actions. The purpose might be varied, of course, but Ghaye says it should be for the purpose of bettering or improving learners' performance (Ghaye, 2011:7). Personalised reflective activity that becomes a positive experience and that rewards aspects of self, is more likely to become a temperament, owned by the individual. Practitioners who clearly recognise their own role in reflective practice are emotionally and intellectually involved in the whole process (Moon, 1999:77).

IV. *Social learning motivates* the practitioners to learn from and with others (Ghaye, 2011:3). People are social animals who always create a social context where they work together, giving and taking from each other. One source of data during reflective learning is feedback from people who are working with or who benefit from the activities.

It has already been made clear that the constructivist view of learning is more effective when a learner is actively occupied in constructing knowledge than passively receiving it. The idea that constructivists take the stance that a teacher or a trainer cannot pour his/her knowledge into the mind of his/her students. The learners' active involvement and the extent of grabbing determine

the degree of their learning. In this regard, collaborative learning plays a major role for active engagement of the learners with support from peers rather than teachers. It is also believed that adult trainees need to be given greater control over what, how, why, when and where of their learning for many important reasons (MacDonald, 2005:433). The trainee teachers in the Post Graduate Diploma in Teaching (PGDT) programme are adult learners who have made their own decisions to become teachers after they graduated from universities in non-teaching fields (English Language and Literature). Thus, it is assumed that reflective teacher education model best suits their learning style.

Likewise, Borich and Tombari (2004:2-6) confirm that learning happens when there is willingness and ability to thinking, to reorganising knowledge, to developing awareness of self and the ability to apply new knowledge to situations. Cognitive activities (logical successive thinking processes) and affective activities (actions taken to understand emotions and emotional responses) are both described by Moon (2004:79) as the basic activities of a reflective practitioner to think and learn from experience and create and organise a better working environment. In this regard, the learning theories reviewed explain how and what activities in reflective practice make better learning environment in educating reflective English language teachers.

Cardenas (2009, as cited in Fandino-Parra, 2011) recommends parallel use of all the models for effective teachers training programme that can cope with the realities of the teaching context. In contrast Wallace (1991:2), an expert in the area of educating English language teachers introduced three training models, crafts model, applied science model and the reflective model. Wallace describes the three teacher training models and suggests that the reflective model best fits the teacher education demands in the 21st century. The reflective model is the one that combines the strengths that exist separately in other models. In Ethiopia, teacher education programmes so far neither focus on nor reject any of the models or the domains suggested by these scholars. The ELT Subject Area Teaching reference material written by Atkins, Nuru and Hayelom (1996:77) at Addis Ababa University and used as a source book in Ethiopian teacher training institutes, also reviews the three models and highlights the importance of the reflective models. In Chapter 3, the place of reflective practice since the introduction of Post Graduate Diploma Programmes in Teaching into Ethiopian education system, is elaborated on.

In most developing countries, it is a common practice that the theory courses given in the universities do not contextualise the local school realities and life styles. Moreover, the local

educators do not have much power in bringing about change to the theoretical practices of their respective countries' education systems. In this regard Fandino-Parra (2011:275), referring to research reviews, suggests one possible alternative to change this situation or at least to alleviate through an implementation of reflective teaching. Similarly, in Ethiopia, the reflective practicum is seen as a mechanism to reduce the gap between theory and the practical realities in Ethiopian schools.

2.8 THE THEORY PRACTICE INTERACTION

In this study, the subjects are university graduates who are between 20 to 30 years of age. Kegan (2000:19), regarding such adult learners, mentions that the mind set, which including the perceptual/impulsive, the concrete/ opinionated, the socialised, the self-authoring and the self-transforming that includes the capacity for self-reflection, may take two decades or longer for some to develop. The reflective practice approach in teacher preparation aims to bridge the gap in theory and practice, and prepare teachers for lifelong learning.

Kegan, (2000:16) identifies five forms of meaning-making which are expressed as the abilities to think abstractly, construct values and ideals, meditate, subordinate interests to the wellbeing of the affiliation and orient to and recognise groups and individual expectations as a result of their relationship. However, the harmonisation of these elements practically in one training programme is not a straightforward phenomenon. For example, in the Ethiopian context, changing the focus of teacher training programmes from theoretical to a methodological and practical approach is still a challenge in teacher education institutes (Ahmad, 2013:8; MoE, 2012:49).

Specifically in areas of language teaching, Piaget (1969:77) declares that as trainees learn elements of the teaching theories for both ELT methodology, and general education, they become challenged when they join the experienced teachers during the teaching practice. This could happen due to two reasons. First, the trainee teachers do not realize what theory or teaching strategy would be appropriately working in a particular context. So they try to experiment what they were taught regardless of the realities on the ground.   Second, there would be knowledge or information gap between the school teachers and the trainee teachers. Therefore, trainees should be conscious that a mix of theoretical knowledge and context-based practice is the key element that produces competent English language teachers. As stated by Schön (1987:89) reflective learning theory establishes that human beings are able to learn through experiences: from failure or success. Thus, the teacher can decide and work on

whichever materials, techniques and procedures that he/she believes work better; this might be done regardless of the written theory and approaches. In other words, as teachers apply the different theories and approaches of teaching and learning in a particular context, they need to develop awareness that these theories and approaches could be subjective and change as the context varies (Cranton, 2011:80).

2.9 CONCLUSION

Chapter 2 addressed the theoretical background of the study in educating teachers for the modern era. The basic concept of reflective practice is conceptualised through definitions and discussions from the perspectives of different scholars. In the historic background of reflective practice, educators, politicians and psychologists suggest that reflection should be at the centre of human learning. As the study is a qualitative research grounded by the social constructivist paradigm, critical discourse analysis theory was reviewed to interpret the data. Social constructivists view human learning through engagement and gradually developing experience. Thus, critical theory, reflective practice theory, self-efficacy theory and transformative theories are the theories that underpin the study in educating reflective teachers. Reflective practice is supported by coaching and reflective supervision has been a dominant approach as teaching by nature needs practice in real school contexts. ELT education is no different to the general teacher education practice; however, the challenges and practices are different in different countries base on the socio-political background.

The next chapter addresses the practicality of the reflective practice in teacher education programmes in general, and the Post Graduate Diploma Certificate programme for teachers in the Ethiopian context.

CHAPTER THREE

REFLECTIVE PRACTICE IN TEACHER EDUCATION

3.1 INTRODUCTION

As illustrated in the previous chapter, teachers' reflectivity is one of the approaches needing attention in teacher education. This chapter presents a review of the literature on reflective practice and its elements, the scope and nature of reflective practice in teacher education, and the different modes of reflection frameworks and tools suggested by different scholars. The practices in training reflective practitioners, particularly in ELT education, are reviewed and the roles and responsibilities involved in the teacher training programmes are discussed in detail. This chapter helps to link what is suggested by the scholars and the actual experience in Ethiopian context.

3.2 PERSPECTIVES OF REFLECTION

The definitions reveal that the concept of reflection is extended from simply throwing back of ideas and memories, to cognitive actions such as thinking, contemplation, meditation and any other form of considerate thinking, in order to make sense of actions taken or what is happening to ensure contextually proper amendments (Taylor, 2000:3). This comprehensive concept allows for a broad variety of thinking as the origin of meaningful reflection.

Historically, in the early 20th century, educational philosopher, John Dewey, was one of the first scholars to bring reflective practice into the field of teacher education in the United States of America (USA) (Dewey, 1933). Chitpin (2006) referring to Dewey's work, argues that learning from experience occurs when practitioners are able to reflect on experience. Many years of experience might mean the same or nothing, unless it shows improvement as a result of continuous reflection, constructive feedback and learning something new, as a result.

Following on from Dewey's theories of reflective practice, Schön (1983) developed the most familiar and commonly-used approach to reflective practice (Debra & Lesley, 2007). He emphasised that reflection is a means through which practitioners bridge the theory-practice gap by using the potential of reflection to discover knowledge in and on action. Schön acknowledged that the working intelligence of professionals and their ability to make sense of personal and professional acts in a theoretical manner is the basis for reflection, even though they might underestimate their practical knowledge in giving theoretical justifications. Schön

(1983:23) referred it as a tacit knowledge, or knowing-in-action. The concept self-inquiry during action is referred to as *reflection-in-action* and the reflection after the completion of an activity as *reflection-on-action*. Experienced professionals usually try to inquire during action in an unconscious way and refer to it as knowing-in-action to learn, understanding a case in its natural context. Reflection-on-action gives the practitioners more time to reflect, which is suggested as an important aspect of reflection done in a planned and organised manner with clear objectives (Schön, 1983).

Moon (2007:2) emphasises the importance of reflection–before the action. Other scholars also suggested the importance of the reflection phase before the action in a planned reflection. For example, Wong and Nicotera (2003:12-15) proposed collective planning before practice. It is understood that in the process of teaching and learning, it is common to work on the lesson planning, material preparation, designing aids and as well as anticipating some aspects about the pupils. Therefore, reflection before, during and after action is recommended to gather rich and helpful data for the teachers to make decisions, Accordingly, scholars suggested different aspects in conceptualising these three moments of reflection: *Pro-spective reflection* or reflection-before-action, *Spective reflection* or reflection-in-action and *Retro-spective reflection* or reflection-on-action

Reflection-in-action engages teachers in critical thinking on the spot, while they are doing the teaching in the classroom. McGregor (2011:18-19) claims that reflection-in-action is a more sophisticated act, which requires a quick and immediate decision. Experienced practitioners may sometimes assess, modify and implement new approaches and activities about what is being taught and the intended outcomes (Minott, 2006:21). Despite the fact that it demands experience and alternative way of doing things right away, reflection-in-action helps to figure out what has been done right or wrong, giving direction for further reflection and decision making.

Later on, reflective teaching became more practical in examining fundamental assumptions in teaching and learning practices, and it was found to be a useful tool to recognise the interaction between dispositions (being), practice (doing), and professional knowledge (knowing) (Minott, 2006:20). In understanding reflective teaching, the crucial concept of value is the act of reflection: think deeply, to wonder about or meditate about something that happened with the intention of gaining more insight into the outcome. Reflection, therefore, implies two related mental activities, namely thoughtful consideration and mirroring(Sybil & Nahida, 2012:33). Minott (2006:21) suggests that reflective teaching should use reflection as the main instrument

for change. Thus, teachers should be encouraged to create distance between themselves and their practice to analyse, discuss, review, change and develop their practice, adopting a more analytical approach.

McGregor (2011:13) explains that reflection-on-action is a straightforward reflection that involves experience about what and how to improve for the subsequent time. Therefore, it should be planned in time for recording and organising data for further interpretation and understanding of the outcomes. However, practitioners often ignore it as it demands additional time after the routine of classroom teaching. In this regard, the current study recommends guidelines as suggested by different scholars and a framework that would guide the reflection-on-action as part of the teaching and learning.

According to Jacobs, Vakalisa and Gawe (2011: 60) reflective teaching in teacher education is a means whereby teacher educators and trainee teachers critically examine their own actions, attitudes and the reality. They reflect on and discuss how they can improve these actions and attitudes to fit with the reality in which they are working. Reflection could be done as team work or on an individual basis, but support for one another is very important. In this regard, Jing and Suzhen (2011:155) suggest that collaboration or learning from one another is an important strategy and increases the probability that the teacher will be reflective and more confident in his/her practice of teaching and learning.

However, there are those who believe that reflective teaching is nothing new. They argue that reflective teaching is something which effective teachers have always done. In other words, they assert that good teachers automatically learn from their mistakes and continuously improve themselves (Loughran, 2005:21). Yet, this is a false argument (Bailey 1997:8). Reflective teaching is much more radical than learning from one's own mistakes or solving specific problems. Reflective teaching examines the practitioner's action even when the practitioner is quite satisfied with his/her own performance. According to Lawrence-Wilkes (2014:67) reflective practice is a set of creative activities to develop new ideas and approaches, and a process in which the practitioners, usually with the help of colleagues or a mentor take an intense look at his/her own teaching, identify specific new or hidden weaknesses in the teaching, think up improved behaviour, attitudes or beliefs, put new ideas into practice and identify best experiences to share with other colleagues (Bailey 1997:9).

Reflective practice involves action supported by evidence. Therefore, it needs a continuous practice of methodical self-assessment by a teacher about his/her own teaching, engaging in open discussion with colleagues or through written analysis and research. Thus, it goes far beyond what good teachers have always done. Loughran (2005:16) claims that if trainee teachers are to understand the value of the reflective practice as a worthwhile attribute for their professional development, they need to experience it as a logical consequence of learning to teach and as a tool to unpack and learn from the uncertainties of practical experience, rather than as a generalised and close-ended process.

3.3   PRINCIPLES OF CRITICAL REFLECTION

Ghaye (2011:40-41) defined ten principles of critical reflective practice. Reflective practice needs to be understood as a *discourse*. This means that a reflective conversation should hold meaning, stories or statements which could possibly disturb the practitioner or challenge his/her professional identity. Reflective practice is fuelled and energised by the practitioner's *experience*. With experience, the reflective practitioner learns that an experience, surprise or discomfort in everyday working environment triggers a reflection (Loghran, 2005:28). Often the focus of the educators is to reflect on problematic areas and give comments or constructive criticism. Ghaye (2011:45) suggests that reflection should also focus on successes; identifying the source of successful practice helps to augment and share these. Reflection is a process of critically examining experience, which in turn, leads to better understanding of how and why something went on (Richards & Lockhart, 1994). Then, practitioners would be able to explain their experience and share it with others. In the process of preparing reflective practitioners, William (1994, as cited in Sze, 1999:135) suggests that theories should highlight the trainee teachers' experience but then in turn, be able to theorise from their experiences. Reflective practice is a *process* that takes place in a reflective circle. Ghaye (2011:44) explains that a reflective process means returning to look again at all tasks taken for granted, values, professional understanding, day-to-day practice and routines.

Reflective practice also involves *accounting* for oneself. It entails learning how to describe, explain and justify one's teaching. If one is unable to question, define and discuss his/her practice, it is impossible to develop professional collaboration. Reflective practice is a *disposition to inquiry*. Reflective practice is not only a collection of approaches for eliciting confirmation about practice, nor it it only a toolbox that constitutes things such as incident assessment, performance analysis, guidelines on recording evidences, experiences, journals, and

portfolios. Reflective practice is about setting clear rationale for reflecting and striving to learn and is a commitment to developing professionalism. In being committed to developing professionalism, practitioners should be engaged in the whole process of reflection *Interest-serving* means not simply reflecting on what we do, but we do so with certain purposes or interests taking into account the needs to be served (Ghaye, 2011:55). Loughran (2005:33) argues that practitioners learn by noticing, framing and reflecting on problems that interest them in a particular way.

Reflective practice is enacted by *critical thinkers* (Ghaye, 2011:56), who acquire a reflective language of argument, develop the skill of transforming experience and improve the teaching and learning context. Smith (2011) states that a critical thinker is the one who takes risk to try out something new and learn from the mistakes. According to Ghaye (2011:57), the everyday world of teaching and learning context is considered a symbolic landscape. *Decoding symbolic landscapes* means understanding the school environment, the classroom context, the teacher student interaction and the overall ways of doing as school culture. Reflective professionals are those who update and create the school culture. *Linking theory and practice* is what reflective educators do to develop their teaching practice and professionalism. For beginner practitioners, it creates a bridge between the theory they gain at university and the actual teaching practices in the school (Luttenberg & Bergen, 2008:564). Finally, reflective practice is a postmodernist way of learning which is referred to as social constructivism. Ghaye (2011:59) explains that post-modernist ways of knowing helps practitioners construct understanding of their actions and gives them the ability to interpret human actions.

3.4 REFLECTIVE TEACHING SKILLS

As teacher reflection is considered an important factor in teacher education and professional development, Akbari, Behzapoor and Dadvand (2010:213) established components or tools for various aspects of reflection which Ashraf, Samir and Yazdi (2016:8) reviewed. *Practical reflective activities* include journal writing, lesson recording, surveys and questionnaires, audio and video documents, observations, action research, portfolios, similar group discussion and analysing decisive incidents in a team or individual basis. *Cognitive reflection* activities comprise conducting action research, attending conference and workshops, reading in the literature in related fields, and making presentation are suggested. The *meta-cognitive component of reflection* is about reflection on teachers' attitude and behaviour, their action, perception and emotional self. The *affective reflection* component is about the teachers'

reflection on their students, and understanding how the students learn and emotionally behave in the classroom. Teachers engage in *critical reflection* on the political significance of what they are teaching to their students, their action and related to ethnicity, gender and other social issues. Finally, *moral reflection* is reflection and assessment of teachers' own moral issues (Akbari *et al.,* 2010:216).

With the component of practical reflection, group discussions and working as a team is highlighted and termed collaboration. In the context of reflective teaching, collaboration might mean co-teaching, coaching or team teaching. There are also common misunderstandings about collaboration (Friend & Cook, 2013:315), as some believe it is about talking and sharing information. Others think it means co-teaching. On the other hand, people believe that it is different from co-teaching and is something which can be done outside the classroom. For others, it is part of their professional development programme. It is also the way of working with other partners for school improvement.

For trainee teachers who are engaged in reflective teaching practice (Friend & Cook, 2013:321) collaboration is one of the skills needed in order to engage in the practice of reflective teaching. Trainee teachers are required to collaborate with coaching teachers, mentors, supervisors, peers, colleagues and school community. Killion (2011, as cited in Friend & Cook, 2013:322) stresses that in the new professional standards, where reflectivity is needed, the evaluation system needs to involve working teams.

An effective and smooth flow of collaboration may happen if the people involved consider components such as commitment, communication skill, active interaction, programmes or services in a context (Friend & Cook, 2013:324). These components could also happen in a well-organised, planned and rich environment. It is not only just a matter of willingness to work together; the individuals need to have more technical skills and knowledge which can be learned and practiced, in order to perform a task together. The context, in which the individuals in a collaborative team are working, as well as the necessary planning and logistics are important, because collaboration is a process and the final result will not occur if an aspect is missing. Therefore, teacher trainees need to understand and practice in order to become competent in these professional skills.

Yet, despite all its benefits and popularity, collaboration sometimes can be difficult to foster. Liu (2009:34), in an ELT education conference, reported that there are so many factors that

make collaboration difficult especially for non-native English language teachers. Some include time and energy constraints, securing territory, feelings of inadequacy or superiority, general inexperience, difference in background and cognitive style, unwillingness, misunderstanding one another, lack of tolerance, respect and lack of communication competence. In most cases, one of the barriers is language competency in the Ethiopian context. It is always a contradicting reality that English is a medium of communication in academic context, but it is also less accessed and a barrier to effective communication.

Hopkins (2008:25) affirms that teachers are in a position to create good quality teaching in the the 21st century schooling system; hence cognitive reflection includes activities such as conducting action research. Hopkins (2008:27) uses the term classroom research-in-action in referring to action research, and in this study, the researcher prefers to use the term classroom research. Hopkins (2008:37) asks a very important question: *Why classroom research by teachers?* In short, it is because good teacher are not those who are always told to do what others have found out; they are autonomous and empowered to make professional judgements about bringing change in their classrooms, in the school as well as in the society. In general, they take responsibility for being up to date on the latest methods and approaches and as such, bring quality to their own teaching. Teachers thus use classroom research to look critically into their own classrooms and use the results to improve the quality of education in their schools.

Inexperienced teachers may think that teaching is simple procedure of presenting subject knowledge and finally testing students. However, Stringer, Christensen and Baldwin (2010:56) make clear that experienced teachers know they should participate in explorations and problem-solving research and thus be reflective. Sze (1999:133) identified five orientations of reflective teaching and one of these is reflective teaching as a classroom inquiry. Reflective teachers are action researchers who always strive to update themselves (Richard & Farrell, 2005:78; Richard & Lockhard, 1994:34). Therefore, classroom research is one of the tools that enable teachers to explore and find solutions for all kinds of the classroom aspects that demand attention. In modern education, where reflection and research-based improvement is demanded, classroom research is part of the teachers' routine. They can conduct it in collaboration with colleagues and their students, when seeking a solution with problems in teaching and learning or any activity or when they want to try out an innovation in their school.

Classroom research is a simple process but demands well-planned procedures. It is part of the higher education curriculum, particularly in teacher education institutes which promote reflective practice, where action research is one of the activities reflective teachers are expected to perform, and it is part of the requirements for pre-service teachers. According to Stringer, Christensen and Baldwin (2010:57) classroom research is a conscious inquiry done by reflective teachers to answer the questions: *Who are the students? What will they be like? What will they need to learn?* and *How will I plan and organize the learning?* In a broader sense, classroom research is a form of self-reflective enquiry undertaken by participants in education, in order to understand and improve educational practice and the situations in which the practice is conducted (Hopkins, 2008:48). Classroom research or action research is an inquiry that helps teachers and students collect data, analyse it and come to a conclusion about problems or challenges in their teaching and learning.

Writers have suggested several tools and procedures to facilitate reflection. The reflective practitioners should choose and use the tool that best fits a particular context. As suggested by Newby, Allan, Fenner, Jones, Komorowska and Soghikyan (2007: 6), practitioners need to learn to choose among the tools that help them reflect on and assess the results of general teaching and learning, the content (the curriculum, the objectives, the roles of the teachers and the students, the educational and social contexts), the methodology and the resources.

In preparing prospective teachers for reflective teaching, different models, frameworks, and propositions were made to assist in the design of teacher education programmes (Sanal, 2006:22). In the literature on second language teacher education programmes, there are several examples of approaches and strategies that can be used to assist and increase reflection such as journals, narratives, teacher diaries and notes, biographies, teaching portfolios, practical experience, reflective dialogue, audio and video recordings of lessons, self-observation and observation of other teaching (Richards & Farrell, 2005:79; Killion, 2011:12).

3.5 LEVELS AND MODELS OF REFLECTION

Reflective practice is all about meta-cognition or thinking about your thoughts. Various models to facilitate reflective practice have been developed. Lawrence-Wilkes (2014:78) developed the REFLECT model as a mnemonic device.

R	1. Remember	Look back, review, ensure intense experiences are reviewe[ ] 'cold'. (Subjective and objective)	
E	2. Experience	What happened? What was important? (Subjective an[ ] objective)	
S	3. Focus	Who, what, where etc. roles, responsibilities etc. (Most[ ] objective)	
P	4. Learn	Question why, reasons, perspective, feeling? Refer to extern[ ] checks. (Subjective and objective)	
E	5. Evaluate	Causes, outcomes, strengths, weaknesses, feeling – use met[ ] cognition. (Subjective and objective)	
C	6. Consider	Assess options, need/possibilities for change? Developme[ ] needs? 'What if?' scenarios refer to external checks. (Most[ ] objective)	
T	7. Trial	Integrate new ideas, experiment, take action, make chang[ ] (Repeat cycle)	

In a similar manner, Carroll (2010:27-31) presented six levels of reflection that deepen the reflection practice and create an environment conducive for learning from the process. Carroll argues that these patterns also demonstrate how experiential learning happens through reflection. Carroll's six levels of reflection are described under different titles, ability of reflection, stances or attitude of the reflector and the quality of connection. Thus, level one is zero or *non-reflective stance*. At this level the reflector finds it difficult to look at wider picture in the system and look inwards. Level two is an *empathetic reflection* where the reflector becomes more of an observer with acknowledgement of feelings. Level three is a *relational reflection* stage. The reflector uses dialogues within inside self and with others and share issues with a rational perspective. Level four is a *systematic reflection* stance where the reflector looks at things systematically from various perspectives. The reflector also considers the context in which an issue is dealt. Level five is *a self-reflection* position where the reflector starts to consider how to set things up in a particular context and internalise the problem. Level six is a *transcendent reflection* stage which allows universal connection. The reflector at this level starts to analyse what actually gives meaning to his/her life, personal or professional.

Amera (2016:40) explained that the level of reflection can be generalised into three proportions: *Depth of reflection refers to the magnitude in which the reflection is matured and emerged from*

the reflector's experiences and his/her reasoning power instead of receiving from some source as it is. Content usually refers the topic of reflection: Self-related or outside self. Forms of reflection are related with the time of reflection in line with the actions.

Amera (2016:42) also explained the levels of reflection from three different perspectives: low, middle and high. The lower level of reflection is a descriptive and simply technical level reflection. It demands the skill of recalling and reporting what has happened. Middle level reflection demands the skill of comparing and analysing relations among varied experiences. This level of reflection is a relatively advanced level of reflection which involves analysis, logical reasoning, exploration and decision-making in order to make changes in what and how the practitioner performs (Luttenberg & Bergen, 2008:544). Critical reflection is the highest level of reflective practice. This level of reflection involves critical reasoning, exploring, making criticism with higher sense experience (Hell, 2011:829; Amera, 2016:44).

Whether the reflection is deep broad or casual, ultimately there should be an objective to be reflected on. Teachers should know why they should practice reflection and be taught how to reflect. But there needs to be clear guidelines to help make the reflection part of teachers' day-to- day teaching and learning practice. However, the guidelines need to have content. Different approaches emphasise different aspects but there is no clarity among the areas emphasised at different times by different scholars. If there is no guide indicating the areas needing to be emphasised, the reflection will only become a focus on the technical formalities (Cautreel, 2002:66). A true reflective practice that focuses on the teachers' professional development needs to concentrate on these four dimensions: technical, moral, political and emotional dimensions.

The *technical dimension* is the most emphasised aspect by the educators, the institutes and the practitioners. This is related to the question of how the practitioners do things. It is mainly about the practical and observable events. Hargreaves (1995:59) defines reflection on the moral dimension relating it to what norms and values are important for why the teachers are doing what they are doing in their teaching. Reflection on the *emotional dimension* is a very important aspect as emotions are not side products but essential parts of a teacher's professional development. Reflection on the emotional dimension is related to questions about affections, feelings, doubts, powerfulness or powerlessness. However, as stated by Hargreaves (1995:61), the teacher's emotional self is usually neglected in the process of educational reforms or development aspects by both the educators and the institutions. To this end, Moon (2007:45)

argues that in a meaningful deeper reflection, it is important to understand how emotion can affect the process and the capability of the teacher to monitor its effects. The political dimension is a question of relevance, survival and identity. This has links with power relations, obeying of rules, polices, political interests and principles. Teachers' *political understanding* can positively or negatively trigger their emotions. As a result teachers' performance in schools as well as in society will highly be influenced.

When the given dimensions and the contents, which could be addressed, are closely studied, the issues of reflection for teachers' professional development will be inclusively or exclusively addressed. Korthagen and Verkuyl's (2002:44) model of reflection identifies six components of reflection which could be performed at different levels. These areas are: *environment, teacher's behaviour, competencies, beliefs, identity* and *mission*. Likewise, the table below, adapted from (Sze, 1999), offers five aspects of reflection related to different social academic and political dimensions. From the researcher's points of view, the table also reveals the contents and emphasis of reflection during different traditions. The areas addressed here are not again mutually exclusive; there is always some overlapping. Thus, there will be some aspects emphasised for some reasons and there will be others neglected or forgotten. Therefore, the teacher education programmes, set in a particular context, are not suggested to be the perfect model of any of the traditions. However, the content of reflection should be carefully designed with justifications in a meaningful and practical manner.

Table 3.1: Five components of reflection adapted from Zeichner (1994)

Components	Emphasis	Examples
Academic Component	Role of the teachers is as a researcher and an expert fo subject content to be taugh	Three main categories of knowledge: subject matter content, pedagogical conten and curricular knowledge.
Social Efficiency Component	Acceptance of the scientifi studies on teaching to give bases for teacher education curriculum	Two focus areas: • Technological account: teaching the skill and competencies • Deliberative direction: research findings support informed decision making by the teachers
The Developmentalist Component	The natural growth of the learner determines what should be taught for them and how it should be delivered	Three central descriptions: • teachers are naturalists • teachers are researchers

Components	Emphasis	Examples
		• teachers are creative artist
Social Reconstructionist Component	The focus of the teachers' thought becomes inwardly at their own practice and outwardly at the social conditions in the real context of practice.	School practice cannot be isolated from larger social, political, and ideological realities. Teachers reflection becomes part of the social practice to maintain the status quo in schooling and society
Generic Reflection	Reflective teaching encompasses the general ac of teaching	Teachers need to become more reasonable practitioners to address the issues of the content, and quality, in a context.

3.6 OPPORTUNITIES AND CHALLENGES IN PRACTISING REFLECTION

There are opportunities in teacher education to implement reflective teaching. The first opportunity is that in the 21st century, there is a higher demand of reflective teaching in teacher education programmes around the world. As a result, a number of scholars have conducted studies in different contexts and suggested the importance of reflective teaching. Dewey (1910), Kolb (1984), Schön (1933), Mezirow (1991) Habermas (1970), Fairclough, 2010 and Wallace's (1991) work have become catalysts advancing the concept of reflective practice. Curriculum specialists have strived to pave the way for teacher education programmes to incorporate reflective teaching. For example, since the introduction of Teacher Education System Overhaul (TESO), curriculum specialists have designed strategies for the development of reflective teaching in the Ethiopian teacher education system. Moreover, it is human nature to question what, why and how in the field of practice. Therefore, according to Amera (2016:112) the teacher educators and the teachers and the students as the implementers and beneficiaries have the potential to maximize reflective teaching.

In contrast, Amera (2016) has stated that despite the attention given the reflective practice in preparing teachers, there are always challenges for its implementation. As cited in Amera (2016:48), Sandra (2009:12) identified variables that could be considered as challenges in the implementation of reflective practice in teacher education. The first one is the *modular curriculum approach* that focuses on pre-identified competencies of the learners rather than

their attempt to learn from the courses. Similarly the second one is *assessment-driven student learning* in which learners try to achieve better grades without proper transfer of skills and practical knowledge which are important for their future career. The third one is the *misconceptions* of reflective practice. The fourth is about the *abstractions* in reflective practice. At this point Sandra (2009 as cited in Amera, 2016:48) emphasises the fact that reflective practice is by its nature very demanding as it requires critical thinking skills and self-critique. Besides, these skills are considered by the professional as the hardest and most demanding. The fifth point is *lack of the planning experience* for personal information. Planning and recording for day-to-day activities is something which is far from most teacher educators' experience. In Ethiopian schools, teachers may do the lesson planning as a routine and may prepare notes on the subject matter they are teaching. However, it is unusual to plan for and keep documents in a form of reflection. For example, it is difficult to find a sample of a teacher's diary, journal, video recording or any other document in the schools or universities. Teacher educators in the universities may give lecture notes but they do not have the experience to share the reflection documents with their students. Thus, it is difficult to find any activity that requires the practitioners to question what, why and how something happens in their teaching. In other words, in their teaching routine there is no experience of self-criticism and planning for future improvement.

3.7 LIMITATIONS OF REFLECTIVE PRACTICE

It has been explained that reflective practice is one of the approaches considered to be successful in modern teacher education practices (Taylor, 2006:194*)*. However, due to the complex nature of teaching and learning, there are challenges and limitation in all contexts. For example, Ghaye (2011:93:) raised concern about the underpinning of Schön's idea of reflection proposing that theories supporting reflective activity are difficult to articulate due to the complex nature of reflective practice.

Other concerns and criticisms are about a higher degree of individual investment and efforts required from the practitioners for successful implementation to achieve the desired goals (Taylor, 2006:200). Reflection on one's own activity should be done with full understanding and commitment; when practitioners are pressured to reflect, negative results may follow. According to Hulatt (1995:22), there are possible dangers in revealing personal thoughts and acts in public. In addition, reflective teaching can be disturbing since it is natural that some teachers and students find it difficult to accept criticism of their behaviour and beliefs. Basically,

reflection is an inconsistent strategy highly dependent on the practitioners' personal perception and skill. It requires the practitioner to devote time, effort and ongoing commitment. Thus, due to this demanding nature, not everyone in the school welcomes thoughtful reflective practice. This in turn makes team working and collective decision g difficult among the practitioners and may also undermine individual's sense of colleagueship displacing them at the margin of different professional groups. Moreover, Burton (2000:417) argued that there is also lack of research evidence to support the directive to reflect.

Taylor (2006:204) argued that reflection is inclined to adopt an unproven or impractical realist stand that fails to acknowledge the means by which reflective accounts construct the context of practice. Besides, because of its nature, situation, personal conception and time and so on, it lacks clear views which could lead to several limitations. Finlay (2008:10) identifies areas in which the major concerns of reflective practices could be raised: ethical concern, professional concern, pedagogical concern and conceptual concern as well as bringing the questions of confidentiality, privacy, conflict of interest, emotional impact and professional relationship into play, particularly as most activities of reflective practice demand the involvement of a second or third party and collaborative way of performing tasks.

Poor, ineffective performance of practitioners raises pedagogical concern. Much of university or school teachers' time is taken by the teaching and learning processes in their respective universities and schools. Therefore, when the trainee teachers go to the schools, the busy work load and conflict in priorities (Finlay, 2008; 12) results in supervisors and school mentors not having the time to support, facilitate, and guide the reflective practice. As a result, this lack of support or knowledge could devalue their professional work instead of being promoted to the expected level. Kegan (2000:56) states that pedagogical concern relates to trainee teachers copying or imitating the experts rather than developing own theories and ways of doing activities in their own context.

As stated by Finlay (2008:14) and Ekebergh (2006:331), conceptual concern is the other issue. People usually have varied concepts and understanding about the theories and implementation of reflective practice. Often issues are transplanted without appropriate care across philosophical, academic and cultural territories. For instance, it will be enough to see how the concept reflexivity itself is a source of misconception. Some people understand it as a personal confession but others consider it as a methodological deconstruct to socially situated issues. Moreover, in most cases what would be right or unaccepted in reflective practice in a particular

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context is not properly examined. Then, in the process the concepts become misinterpreted, distorted or lost in translation (Finlay, 2008:14).

Simon, Thierry and Vassilis (2013:104) in their work, *Reflective Practice in Initial Teacher Training: critiques and perspectives,* viewed the limitations of reflective practice in terms of theory, practice and methodology. The limitations of reflective practice begin with the confusion in the definitions and different terminologies used by different authors. As explained in Chapter 2, terms such as reflective practice, reflective teaching, reflection, and reflexivity are used to refer to the same concept though some try to explain the use of one other over the other. These confusions in the definitions and use of different terms make it "a fuzzy concept" (Collin, Karsenti & Komis, 2013:109). They believe that there is limited clarity and consensus on what reflective practice means in educating teachers. They also criticised the fact that reflective practice is always seen almost entirely from the points of views of Dewey (1933:78) and Schön (1983:89). The theories such as philosophy, sociology and education, which have really contributed to the concept of reflective practice, are less regarded. In short there is inadequacy in the concepts of reflective practice due to the cultural differences, situations, and views. According to the researcher's experience working as a teacher educator, the aforementioned limitations are common in Ethiopia in implementing reflective practice in teacher education institutes.

From the point of view of putting it into practice, reflective practice is still a questionable area. Given the diversity of theoretical approaches to the implementation of reflective practice, there are remarkable variations in the literature on how to train reflective practitioners (Jay & Johnston, 2002:73). Simon *et al.,* (2013:108) reveal the practical limitations of reflective practice being firstly, the the proper domain for reflective teaching. Desjardins (2000:189) noted that reflection can focus exclusively on the practice of teaching strategies. In this sense, it may include an examination of the teacher's beliefs or perceptions. In some cases, the domain accounts for the entire occupation including historical and ethical issues. The other limitations are the unclearness of the process in reflection, the role of the reflective practice in the teaching practice and finally, training models for reflective practice. In some training models, reflection encompasses the political, social and ideological dimensions of teaching and learning. However, reflective training models are influenced by the restructuring of the training programmes, as mentioned in the background section in this research, where there have been significant reforms

in Ethiopian teacher education programmes. Consequently, the implementation of reflective practice and its role in teacher education has been highly confused.

Another notable point of discrepancy concerns the process of reflection and how it would be applied in initial teacher training (Desjardins, 2000:191). Some programmes give it a global vision, while others want to limit the steps in the reflective procedures that trainee teachers must follow. This difference brings in the question of whether reflective practice is actually teachable or not (Russell, 2005:199). Calderhead (1989:43) identified additional points of discrepancy between pre-service teacher education programmes and the way in which they determine the role of the reflective practicum. Schön (1987:88) recommended that mentoring as a crucial means of providing support for trainee teachers during teaching practicum and initial training. The teaching practicum, therefore, becomes critically important, being the perfect context to develop hands-on reflective teaching practice. Some scholars view reflective practice according to its critical, social and political dimensions, and thus the teacher trainee's exposure to the skills and knowledge of the experienced teachers is viewed in terms of its traditional effects, putting the trainee teachers into taken-for-granted teaching and learning routines (Calderhead, 1989:45).

However, despite the aforementioned theoretical, professional, methodological and ethical concerns, the scholars do not condemn reflective practice and do not suggest that it should not be pursued in teacher education programmes or other professional practices. The scholars try to indicate that reflective practice should be utilised selectively, with care, and be taught with clear understanding. The effectiveness of reflective teaching depends on how well it is nourished with effective and sensitive teaching during the training session. Simon *et al.* (2013:109) suggest that educators should base the teacher training programmes on theoretical concepts combined with sound and applicable methodology.

Scholars have agreed that notwithstanding the concerns and critiques in different fields, clinicians, educators and researchers tend to accept that reflective practice is worth the effort to bring about deeper insights and changes in practice, leadership, supervision and education (Hailu, 2014:107). Thus, reflective practice in educating teachers should be implemented with determination because, in the end, it makes teaching much more successful and rewarding.

3.8   REFLECTIVE PRACTICE IN TEACHER EDUCATION PROGRAMMES

Teacher education is a process that incorporates regular and irregular opportunities and experiences designed systematically to facilitate improvements in the teaching of trainee teachers and teachers (Villegas-Reimers, 2002:78). Teacher training programmes directly or indirectly focus on teacher's professional growth According to Scholars like Cochran-Smith and Zeichner (2009:102) and Sinha (2012:66), argue that teacher preparation programmes are implemented in local institutions and need to take into account the socio-political conditions of each context. Teaching practice and supplementary school practice activities expose trainee teachers to the realities of the local schools and the community and allow them to put theory into practice.

In comparison to other disciplines, teacher education has not been the focus of academic research globally. However, once teachers and scholars began to draw attention to several issues through research presentations in their respective schools, teaching was recognised as a professional skill that could be trained and developed through theories and school-based practice. For example, the project *Teachers for New Era (TNE)* was one of the projects introduced by the Carnegie Corporation (2001:77) New York initiative. TNE was devoted to restructuring teacher education by developing state-of-the-art programmes at teacher education colleges and schools in America. A principle design of TNE was to understand teaching as a skill that could be clinically practised in an actual school context. According to this principle, teachers learn effective teaching and learning through practice over time, along a continuum of presentations from trainee to novice, then to practitioner and finally to master (Fallon & Fraser, 2008:63). This practice, known as *Reflective Practicum,* is currently popular in pre-service teacher preparation programmes and has been incorporated in the Ethiopian teacher education system since the 1900s.

Teacher training programmes have become the focus of research in many parts of the world. However, many programmes are often seriously criticised for their limited scope as they seem to narrow down the role of education in general, and teachers and students in particular, in the era of globalisation. In this regard, Sihan (2012:67) argues that some teacher education programmes fail to include important and critical elements in the design that could be applied to addressing a wide range of demands in various contexts and suggests that education in the 21st century requires to ability to manage teacher and learner access to knowledge and information, and to develop the skill to learn and teach through technology.

Building on the above discussion, Fandino-Parra (2011:269-285) offers five conceptual orientations as focus of teacher educations programmes in the twenty first century. These are

1. personal orientation (suggestions for personal development),
2. critical orientation (focuses on questioning assumptions about teaching and the teacher's responsibility),
3. technological orientation (stresses scientific knowledge and systematic training,
4. practical orientation (emphasises the 'wisdom of practice' and experience), and
   academic orientation (emphasises the teacher's role as an intellectual leader and a subject matter specialist, including the knowledge how to transmit knowledge successfully (Fandino-Parra 2011:274).

These conceptual orientations help teacher educators and the trainee teachers focus on all areas to become fully oriented professionals who cope with challenges as society changes. Dewey (1933, as quoted in Huggins and Blackwell, 2011:244), suggests that teacher education practices should lend trainee teachers immediate skills that make them compatible with the growing demands, and become loaded in the routine details of their profession. Hudson, Nguyen, and Hudson (2008:2) conclude that learning to teach in this complex era is a very intricate process, involving various beliefs and perception of teachers, their previous learning experience, attitude towards teaching, Knowledge of the subject matter, needs and challenges, and accessibility of supplies, in contrast to what has been suggested by the scholars.

As a solution to this end, Vieira and Moreia (2008:266) suggest that reflective practice in teacher education programmes should create the opportunity for creativity, authenticity, dialogical interaction, openness to innovations and autonomy. Therefore, teacher educators are required to incorporate a reflective and inquiry-oriented stance to their training which will develop skills in trainee teachers that will promote the school as a learning community (Fletcher & Mullen, 2012:108). As such, teacher education programmes need to incorporate components which allow trainee teachers to developed as an insightful, reflective and analytical practitioner. Such a teacher becomes an agent of change in the process of teaching and learning (Sinha, 2012:69). Within the Ethiopian context, the Education and Training Policy expects teachers as to have the ability, attentiveness, professional interest, and general fitness appropriate for the profession (Ministry of Education, 2012:1), though the outcome is usually disputed

Lowe's (2007:88) research declared that teaching is a skill-based activity that should be developed through practice and most importantly, reflection. Reflection is seen as a very basic component in solving problems related to school curriculum (Henderson & Gornik , 2007, as cited in Loughran, 2005:4). Educators and practitioners, for example, through reflection evaluate how well the curriculum works in the social context and the revisions and improvements are done on the basis the reflection. In addition, professional development occurs when there is a reflective practice entrenched in an elaborate assimilation of curriculum supplies into comprehensive inquiry from various point of views of the stakeholders (Henderson & Gornick, 2007:19).

With these assumptions, when a reflective practice is incorporated in the training programme or given as a course, both in theory and practice, Boud (2001:2) suggests that the course should focus on particular activities designed as stimulus for learning such as activating experience and events of the past, as well as concurrent placements in the workplace and the community. Similarly, Loughran (2005) made a point that,

> *Student teachers enter pre-service education with a wealth of experience as observers of teaching practice....viewing and experiencing has been the end product of their teachers thinking about how to teach particular content. They have most likely been privy to the reasons why particular kind of teaching strategies have been or have not been employed...* (Loughran, 2005: *13).*

Wallace (1991:107) adds that when the trainee teachers come to the TEIs, they are equipped with previous learning and teaching experience as students either in school or at university. Building on prior knowledge and experience, they expect to be taught how to teach learning new approaches and strategies through modelling to be better teachers. Being introduced to seeing and experiencing teaching in a real-life context, can help trainee teachers put theory into practice and through reflection of the process, improve as they practice. Sybil and Nahida (2012:104) explains that in the social constructionist view, reflective teachers and schools are agencies for change and thus become the creation of a more just and humane society. Developing reflective teachers prepares them to fit into the social context of a dynamic world. Thus, teacher training should comprise three central characteristics: reflection focused on the social condition in which teaching practices are situated, teaching which is focused on democratic, inequality and injustice issues within the school and society, and teaching which is committed to reflection as communal activity (Rodgers, 2002:231).

Similar insights about reflective teaching are foregrounded by international organisations such as the National Board for Professional Teaching Standards (NBPTS); the National Foundation for Improvement of Education (NFIE); and the National Staff Development Council (NSDC). They all have recognised that reflection is a skill for trainee teachers to develop.

Reflective teaching positively affects professional growth and development as it leads to greater self-awareness of the practitioner. It acquaints the practitioner with new knowledge about professional practice thereby leading to a wider understanding of the challenges they could face. Thus, reflective practitioners are those who are open-minded, welcome discussions with colleagues searching for solutions, and acknowledge the key practices to understand problems.

Akbari, Behzadpoor and Dadvand (2010:212) assert that reflective teachers are those who carefully evaluate their teaching practices, make new decisions based on the previous experience and implement the goals systematically in line with what the learners demand. Furthermore, reflective teachers can address any challenges in the classroom setting by evaluating the materials in use efficiently in collaboration with the learners and stakeholders, because a reflective teacher is also capable of working with and involving others from related sectors. In line with this, reflective practice is seen as a crucial skill for teachers as it enhances evaluation of teacher's work, moving back and forth between the theoretical and practical experiences he/she has obtained inside and outside the classroom, working in collaboration with others (Dewey, 1938; Luttenberg & Bergen, 2008 as cited in Amera, 2016:104). Therefore, teachers who have the knowledge and the skill of reflective practice are able to transfer the same reflective behaviour to their learners.

Post Graduate Diploma for Teachers (PGDT), the new teacher training programme in Ethiopian universities, endorses reflective practice as the core element for teacher education. For more emphasis, the course 'Teachers as Reflective Practitioners' is part of the trainee teacher course followed by school practicum. Thus, this study investigated how reflective practice was implemented in one of the Ethiopian universities.

3.9 THE SCOPE OF REFLECTIVE PRACTICE IN THE PGDT PROGRAMME

Skinner (2005:6) explains that there are three main components in most teacher education programmes: curriculum studies, education studies and placement. Curriculum studies aim to provide the subject knowledge though in some cases teaching methods of the respective subjects are combined with the subject knowledge at the undergraduate level. At the post-graduate level,

the focus falls on the subject area teaching methodology. Education studies are about general teaching theories and methods which include measurement and evaluation. Placement is about the teaching practice of school practicum, which is part of the training though it varies in different teacher training programmes (Skinner, 2005:13; Kedir, 2006:34; Hussein, 2007:77).

In contrast to the traditional teacher education, reflective teacher preparation should be more critical, thoughtful and reflective in curriculum implementation and practice, that links theory and practice. Emphasis should be on instructing technical teaching skills through direct course work at the university and enrolment into school teaching practices (Diamond, 2008:114) as value of knowledge and theories taught in teacher education courses cannot be ignored. However, facilitating opportunities for the active involvement of the trainee teachers in constructing knowledge from the theories and the school practicum is more emphasised in reflective teacher education. This experience moves the trainee teachers towards knowledge construction other than merely receiving knowledge from their supervisors or coaching teachers (Amera, 2016:45; Kedir, 2006:78; Lasonen, Kemppainen & Raheem, 2005;78).

In the Ethiopian context, since the introduction of TESO, reflective practice is been implemented as part of the practicum and practised by the trainee teachers. Currently, students are selected to be candidate teachers after three or four years of study in applied science, social or natural fields. In the Post Graduate Diploma (PGDT) programme, the subjects comprise teaching methodology courses, general education courses, and basic psychology and measurement courses including the reflective teacher as a separate course. These courses are completed at the university prior to trainee teachers' departure for a month-long school-based practice teaching. Evaluation of the teaching practice is based on: subject area teaching methodology and the teaching during practicum placement. University supervisors, from the Department of Education and respective subjects, English, Mathematics, Chemistry or Economics take the lead in following up the teaching practice, in collaboration with the school mentors.

As there are always individual differences in the teaching of subject content knowledge (SCK), teaching methodology knowledge or pedagogical content knowledge (PCK) and experiential knowledge, factors to take into account would teaching and learning context and personal backgrounds of the trainee teachers. Here the objective of the course "Reflective Teacher" is to enable the trainee teachers to bridge their content knowledge, the teaching methodology, their experience, the practice and actual context where the teaching and learning happens. The

diagram below (Figure 3.1) represents the role of reflective practice in the process of the teacher training in the PGDT programme.

Figure 3.1: The reflective practice bridge (*Abeba, 2019*)

Scholars agree that the ultimate goal of reflective practice in teacher training programmes should be to ensure that reflection becomes an integral part of classroom practice (Bahar, 2015:67). Mijena (2013:167) in his research on Ethiopian ELT professional development argues that ELT teachers in the Ethiopian context have double responsibilities: implementing the curriculum and filling the gap created by the lack of practical exposure. For this reason, the Post Graduate Diploma teacher education programme (PGDT), endorses reflective practice as the basic element of the training. The teacher educators do not restrict the teaching of reflective practice to the university but link it with the school practicum.

3.10   CURRICULUM FRAMEWORK FOR SECONDARY SCHOOL TEACHER EDUCATION PROGRAMME IN ETHIOPIA

The Teachers Education System Overhaul (TESO) was initiated as a reform for problems that seemed to characterise Ethiopian teacher education programme. These problems included aspects such as a deficiency in the professional competence of teachers, unsatisfactory content knowledge of teachers, very basic teaching skills and techniques, standards and expectations of the teaching profession was not matched by the teachers, inadequate emphasis on and insufficient implementation of the school practicum and the quality of courses and methods of teaching were theoretical and teacher-centred and finally, there was lack of professionalism, and ethical values in the Ethiopian teacher education programme (MoE, 2009:3).

Although TESO had some success in terms of integrating school practice and active learning into the programme, it seemed unrealistic to solve the identified problems. Several reports

indicated that same problem was identified in teacher education systems in the country (MoE, 2009:4). As a result, a taskforce was set up under the sponsorships of the Ministry of Education and collected evidence on several issues including the experience of other countries' post graduate certificate programmes for secondary school teachers. The findings helped to develop a curriculum framework for secondary school teacher education. The program was designed by MoE in May 2009 named as Post Graduate Diploma in Teaching PGDT programme and launched in 2011. The core components of the curriculum framework are reviewed below.

3.10.1 Vision Statement

The vision statement for the PGDT curriculum framework is:

> *The secondary school teacher education envisions seeing secondary school teachers who are capable of producing responsible and competent citizens, committed to their profession and ready to lifelong learning, and who respect and behave in accordance with the democratic principles enshrined in the constitution."* (MoE, 2009:5)

3.10.2 Objectives

The Ethiopian Secondary school teacher education programme is intended to achieve the following objectives:

- Equip trainees with the knowledge, skills and dispositions required to become effective secondary school teachers;
- Enable trainees to become reflective practitioners who are able to analyse, evaluate and act to improve their own practice and develop further professional knowledge and skills;
- Develop understanding of the nature of teacher professionalism, the responsibilities of teachers and the professional values and ethical practice expected of them;
- Create awareness that a central characteristic of teaching as a career is engagement in a lifelong process of professional learning and development;
- Develop trainees' capacity to engage in research to inform and develop their practice.
- Institutionalise equity in the teaching force and reach underprivileged areas in the provision of quality secondary education.
- Provide trainee teachers with the theoretical and practical experience they need to achieve all the standards and competencies set by Ministry of Education;

3.10.3 Basic Principles of the Programme

Undoubtedly, a genuine programme development endeavour has to take into consideration what has been attempted and achieved so far. The present programme of secondary school teacher education, while unique in many respects, is not a total rejection of the last 60 years of teacher education experiences and achievements of the country. It can rather be taken as an effort towards fine tuning the teacher education system; adding more elements based on the experiences so far, the education system in Ethiopia needs more research. Therefore taking this into account, the following are basic principles that guide the process of teacher education programme development and implementation in an effort to realise the programme objectives identified above. These principles are:

- Reflective Practice
- Responsiveness to Change
- Team Approach
- Strong University-School Partnership
- Integration of Theory and Practice
- Transition Phase Induction and Professional Support
- Standard Based Assessment
- Teacher Educators as Role Models
- Class Size in Teacher Education
- Guiding values (MoE, 2009:5)

3.10.4 Teacher Educators

Who should be the teacher educators for this program? The teacher educators' academic and professional performance needed to be clearly defined. Thus, the teacher educator's profile should consider the following four elements.

First, their academic qualification should be MA/MED in Education or BA/BSC in applied area and MA/MED in Education or BA/BSC in applied area and professional MA in Education. Second, their professional training, if not from general education, should include successful completion of Higher Diploma Programme (HDP) or a certificate of training in teaching. Third, the teaching experience should include a minimum of three years of effective teaching experience in secondary school or a minimum of five years effective teaching experience in teachers' colleges, or experience in secondary school teaching, as mandatory for subject

methodology teachers. Fourth, ethical considerations should also come into play and teacher educators should bring evidence from their teaching career history.

Besides, general considerations should include the ability to adapt to, and understand, the contextual needs of the specific institutions and the community it serves. Moreover, teacher educator should also display positive attitude towards teaching, appreciation of the existence of diversity in the classroom, the school and the community; and competence and commitment to conduct research in education as evidenced through academic and professional or popular writings, carrying out action research and other types of research in education. Above all the teacher education institutions should value and take into account these criteria while hiring or assigning teacher educators.

3.10. 5 Trainee teachers

Candidates need to be in possession of a B.Sc or BA in areas directly related to secondary school subjects: English, Amharic, Mathematics, Chemistry, Biology, Physics, Geography, Sport Science and Economics. Each candidate should be interviewed and sit for an entrance examination. The examination should assess candidates' readiness, predisposition, attitude and motivation to become secondary school teachers. The candidates' English language performance and communication skills, previous engagement with students or schools should be also assessed. Likewise, teaching profession ethical standards needed to be considered during selection.

3.10. 6 Assessment standards

The programme is comprised of content-based courses, subject-area methods courses, English language, Practicum and Action Research Project. Hence, each component of the courses should be considered in the assessment schema.

The curriculum framework (MoE, 2009:10) clearly describes that assessment of learning for *content-based foundation courses* includes written tests, assignments, presentations, term-papers as well as portfolios as an integral part of the school practicum. Nevertheless, the grade of trainee teachers for foundation courses may not include data obtained from the portfolio as it should be accounted for in the practicum component. Besides, the maximum weighting of paper and pencil tests and exams should not exceed 50%.

The assessment of *subject area method courses* may include all assessment procedures employed for foundation/course-based courses mentioned above plus short action research reports, continuous assessment data on peer-teaching and micro-teaching exercises. The total weight to be assigned for paper and pencil test or exams should not exceed 40%.

Trainee teacher should be assessed in *English language* on a continuous basis in individual class presentations, peer teaching exercises, and subject-related written reports. Written tests or examinations will not apply for English Language for teaching purpose course.

The learning assessment on the *practicum* course includes several components. The data sources to assess students' learning outcomes integrates the above three major components. The assessment is based on classroom observations of the teacher candidates' performance as a reflective practitioner in classroom teaching, teacher candidate's behaviour, participation in curricular and extra-curricular activities and ethical conduct within the school environment, portfolios showing the developmental pattern of the candidates over the course of the training period, One short action research or observation-based report on school-related, social, psychological or community related problems learning, major action research report focusing on subject-specific learning/teaching problem.

Moreover, only competent *assessors* are suggested to assess students learning. Portfolios and action research reports must be assessed by two or more instructors as their contents may cut across several subject matter domains. The most experienced assessor may moderate other assessors taking part in the assessment of the project/action research work, class or school observation, and portfolios. Competent school teachers, who are selected as mentors, will be taking part in the assessment of the student teachers. Their assessment will account for a maximum of 20% of the total assessment scores that decides their practicum grade (MoE, 2010).

3.10.7 Courses in the Programme

The following courses are offered in the one year PGDE pre-service training. A numbers of themes were first identified and then these themes were organised into the following courses. The themes were directly derived from the standards set by the Ministry of Education and from the objectives of the pre-service programme. International experiences and the literature are referred to in order to validate the courses. These are : Assessment and evaluation of learning, Psychological Foundations of Learning and Development, Teachers as Reflective Practitioners, Secondary School Curriculum and Instruction, School and Society, Subject Area Teaching I &
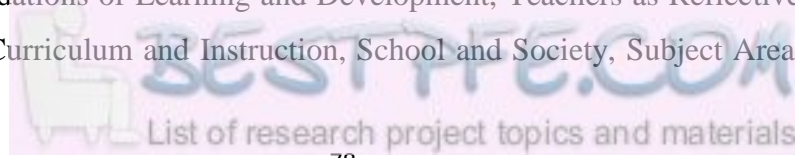
II, Instructional Technology, Teaching in a Multicultural Setting, Inclusive Education, English for Teaching and Learning, Practicum and Action Research project.

3.10. 8 Course Breakdown

It is proved that longer duration courses (courses of one year or more) lead to more substantial learning by student teachers. For instance, in many countries, the post-graduate certificate in teaching has to take not less than one academic year with term-based courses.

Therefore, the duration of the PGDT training will take place over ten months, divided into three terms with each term comprising three months. The three terms will allow the trainee teacher to maintain the sequence and integration of the courses in the programme. They will get the chance to take those foundation courses well ahead of courses dealing with the specifics of teaching. Similarly, courses that supplement each other will be offered within the same term. It will also minimise the interruptions caused by practicum on the courses.

The action research project is included as a course and also allocated in the course breakdown. However, there is no course description or specification provided in this curriculum framework. Table 3.1 below indicates the time breakdown and specification of the courses given in three terms of the ten-month training programme.

Table 3.2: Breakdown of the courses (MoE, 2009: 13)

Term	Courses	Total credit hours	Contact hours per week
I	School & Society	3	4
	Psychological Foundations of Learning and Development	3	4
	Secondary School Curriculum & Instruction	4	5
	English for Secondary School Teaching and Learning	3	4
	Teaching in multicultural setting	2	3
II	Subject area method I	4	5
	Teachers as Reflective practitioners	3	4
	Assessment & Evaluation of Learning	3	4
	Inclusive Education	3	4
	Instructional technology	2	3

Term	Courses	Total credit hours	Contact hours per week
	Practicum	4	One month
III	Subject area method II	4	5
	Action research project	2	Practicum time

3.10. 9 Course Descriptions

The curriculum framework gives course descriptions for *content-based foundation courses subject area method courses*. However, there is no course description given for *Practicum* course and *Action research project* (MoE, 2010, 12). In this section of the study the course description of only the two courses, *Teachers as Reflective practitioners* and *Subject Area Teaching*, selected for this study is given.

Teachers as Reflective Practitioners

The course **Teachers as Reflective Practitioners** is intended to equip trainees teachers with the theory and practice of reflective thinking as applied to the teaching-learning process. Where reflection, as strategy, can be a cross-cutting issue, this course particularly gives the trainee teachers the opportunity to examine the educational theories behind the application of reflective thinking and action to teaching and to exercise it during the block of time allotted to the course. Among the contents of the course, the meaning and nature of reflection (reflective thinking, reflection-in-action and reflection-on-action); reflective thinking/action versus technical rationality; traditional of reflective practices; levels of reflective practice; reflective teaching; the reflective teacher and strategies of reflective teaching in secondary schools are the main focus. Action research, as a tool of reflection, is also included as one major part of the course.

Subject Area Teaching I & II

The course **Subject Area Teaching I & II** discusses the pedagogical content knowledge (PCK) required to teach a given subject. This includes the ability to anticipate and respond to typical student patterns of understanding and misunderstanding within the content area, and the ability to create multiple example and representations of challenging topics that make the content accessible to a wide range of learners. The PCK related to the core areas in a given subject are given attention and discussed. *Subject Area Teaching* course bridges the SCK, PCK and the practice, so it includes peer-teaching and Micro-teaching activities.

Likewise, this course emphasises formative assessment and its close relationship to trainee teachers' practice based learning. The various formative assessment strategies and tools such as

observation, student conferences, portfolios, peer teaching/ micro-teaching performance tasks, prior knowledge assessments, feedback, and Trainee teachers' self-assessment are included and practised. Actually, summative assessment strategies are also given.

3.10. 10 Institutional organisation

The Curriculum Framework (MoE, 2010, 15) also suggests for clear institutional organization of the secondary school teacher education programme to make sure that the programme is handled in a coherent, professional and efficient way. For this:

1. The programme shall be totally hosted under the Department of General Pedagogy or Teachers Professional Development Studies. This is with a firm belief that assigning one unit responsible for the training of teachers under a college/faculty/institute/ will solve the problem of incoherence and disintegration in the programme. It also helps take care of the quality of each and every participant in the programme.

2. The particular department which hosts the programme should have the proper human resources for provision of all the courses (Foundation, subject area methodology, language and practicum). For some foundation courses, which are only given in one term, the department can recruit teachers from sisterly professional departments such as the Department of Educational Management, the department of special needs and the department of educational psychology. This is because recruiting these teachers as full time staff in the department, which is responsible to the teacher training programme, may result in under use of human resources.

3. The academic administration of the students/candidates for teaching shall be under the Department of Teachers Training and Development that hosts the programme. Hence, the Department is expected to assign professional and competent team of coordinators who coordinate the course works and the practicum. There should be also monitoring and evaluation officers who monitor and evaluate the overall performances in the programme and strength the link between the university administration and the programme/the department. Assignment of coordinators has to be based on their expertise and experience in teacher education.

4. The logistic administration shall be under the proper university structure similar to other regular students. Accordingly, the students shall use the normal university services according to the existing government rules and regulations.

5. Regional state can apply various types of bursary to attract most competent students to the teaching profession. In that case the service the students get from the university may be reconsidered. For example, the Ministry has already allocated some amount of pocket money for those who join the PGDT program (MoE, 2011). Regional educational offices pay full salaries for those who sent to the universities to join the training program after they started teaching.

6. The department has to plan and implement human resource development programmes to make sure that the teacher educators engage in a continuous process of professional development. Therefore, CPD programme is arranged in each school to creates stages for novice and experienced teacher to share their experience and learner from each other. Mentor mentee learning group arrangement should be organized by each department and the academic vice principal office (MoE, 2011 and Dawit, 2015).

3.11 REFLECTION IN ENGLISH LANGUAGE TEACHER EDUCATION

The discussions thus far, have indicated that knowing what to do and when to do it are important characteristics for effective teaching. Similarly, in English Language Teacher (ELT) education, does not necessarily have only one way of doing things, it can be approached in a number of ways in different contexts. The contexts are obviously complex variables due to learners with various social, political and cultural backgrounds, the teaching and learning process and the expected outcomes in particular social, political, economic and cultural contexts (Fandino-Parra, 2011). Mijena (2013:169) explains that Ethiopian schools are typical examples of these complex situations where English language teachers are taught English as a foreign language where the access is very limited.

The main aim of ELT education is not only to prepare the trainee teachers to follow written guidelines and complete courses, but also to develop independence, creativity, critical reflection and the ability to implement changes. To achieve this goal, trainee teachers need systematically structured opportunities and space to read, examine, practice and evaluate their realities through continuous and planned inquiry. In addition, as part of the teaching practicum, trainee teachers should write a summative reflection on their teaching practice. Reflecting on the approach and

strategies to teaching, the strengths, weaknesses, opportunities and their relationship with students and colleagues, as directed by university supervisors, is a significant opportunity for ELT trainees to develop their command of the English language.

Reflectivity is considered vital in an ELT programme, and as such it is necessary to define and the concept of reflectivity in ELT education. Ali (2010:49) emphasise reflection as critical thinking about feelings and emotions. Reflection on training helps ELT educators bring about positive changes to their ability in performing their tasks as professionals and transferring this ideal to the trainee teachers. Rogers (2002:8) suggests four decisive factors that help the trainee teachers with reflection. Reflection is a meaning making process that makes learning a continuous act. It is a systematic disciplined, rigorous manner of thinking as well as a practice happening in a community and reacting with others. Reflection is an act that requires the personal and intellectual growth of oneself and others. These points complement Vieira and Mereira's argument (2008, as cited in Fandino-Parra, 2011:280) that if teacher educators and the trainee teachers are trained to reflect and incorporate this practice as part of their daily routine, they become critical consumers and creative users of the knowledge gained from the formal and informal sources As such, they become agents of change as well-informed participants involved in the reform and improvement of their educational context.

González and Quinchia (2003, as cited in Fandino-Parra, 2011:279) claims that ELT education programmes should enable the trainee teachers in four areas to ensure continuing professional growth. These areas are knowledge of local realities, a good command of the language, broad experience in teaching English as a foreign language (EFL) and experience in research and reflection. In pre-service ELT teacher training in a context such as Ethiopia, the reflection process, 'in' and 'on' practice plays a triple role. ELT trainee teachers experiment with their own English, using English as a subject to be taught and medium of reflection. In addition, in school practicum, ELT trainee teachers learn to become pedagogically competent; and finally, trainee teachers us the practicum as a key opportunity to equip themselves with the skill of planning lessons, implementing them, assessing and reflecting for future improvement.

In addition to the above, Richards and Farrell (2005:10) has offered reasons why reflective practice is a key aspect for the trainee teachers' professional development. Educational institutes hire teachers who have different levels of experience, knowledge, skill and expertise. Thus, reciprocal sharing of their knowledge and experience becomes very important aspect for their professional development. Teachers need regular opportunities to update their professional

knowledge and their language competence, because knowledge about language teaching and learning is always growing and changing to fit in the needs of the dynamics in changing world. Teachers are not only expected to teach in the classroom, they also need to learn from what is happening in the classrooms, surrounding environment and in the society. Therefore, teachers should be prepared to play an active role in their own professional development to be well-matched with the changing demands. School administrators and other stakeholders are responsible in facilitating and encouraging teachers to participate in professional development activities, which need to be planned, supported and rewarded (Richards & Farrell, 2005: 13).

3.12 ROLES AND RESPONSIBILITIES IN DEVELOPING A REFLECTIVE PRACTICE

As Dewey (1933:48) recommends, reflection should not be a customary process; it should be rather a learned process that necessitates encouragement, reinforcement, supervision, training and team work. Thus, in the process of training, trainee teachers are required to work in a collaborating non-hierarchical team. Therefore, in this section, the roles and responsibilities of the parties involved in the team are defined. This includes university supervisors, school principals, mentors and the trainee teachers. The supervisors are university instructors who teach courses (general methodology or subject area methodology courses) and are assigned to supervise the practitioners during the school practicum. Experienced school teachers coach the student teachers and referred to as mentors with the trainee teachers being referred to as mentees. The school principals are responsible for assigning mentors during the school practicum, facilitating the collaboration among the supervisors, the mentors and mentees. It is also the responsibility of the principals to assign the trainee teachers in such extra-curricular activities and provide them with support and guidelines. Extra-curricular activities help the trainee teachers understand the contexts in which they are working. Therefore, it is the principals' duty to plan and facilitate the trainee teacher's relationship within the school and outside the school community.

3.12.1 Mentoring

> *…the teaching skills of self-monitoring, including reflective practices are learned over time, but not without some coaching from expert teacher or from supervisors or both. Such coaching will help the beginning teacher to translate his or her understanding of the subject matter into a variety of learning activities* (Sergiovanni & Starratt, 2007:129)

Fletcher and Mullen (2012:109) define mentoring as an intellectual, shared and emotional construct with the ability for professional encouragement, learning and knowledge generation. According to Fowler and Robins (2006:47) mentoring can be taken as a means to promote reasonable and more contextualised learning for those who would like to build their competencies, develop their professional and personal knowledge, and commit themselves to their career in very fast changing 21st century. Mentoring is practised within a context and within broader societal norms and values. It is also understood as a successful means of promoting lifelong advanced professional learning. Thus, a successful mentoring should, by principle, involve collaboration, reflection and inquiry by those who are engaged in the process. There should not be hierarchical relationship among the mentors and the mentees. Neal (2005 as cited in Fowler and Robins, 2006:48), states that mentors and mentees should be open and willing to learn from each other.

Fowler and Robins (2006:40) explain that a mentor is the one who facilitates and enhances opportunities for further reflection upon thoughts, understanding and practices. Ragins and Kram (2007 as cited in Fowler & Robins (2006:40) add that individuals, who are highly interested in improving their own teaching, are more willing to help their mentees improve. This could be done with careful questioning, guidance, support and encouragement validating and confirming any emerging thinking of the mentees. Experienced and qualified mentor questions encourage the mentee to reflect on what has been practised, using a series of systematically ordered questions. The questions can be directly asked by the mentor or simply posed for further discussion. The following questions will be a few examples: *Why did you / I do that? What made you / me do / say that? How shall you/ I solve it?Who can you / I ask about it?* (Fowler & Robins, 2006:39).

Moore (2003 cited in Gan, 2013:102) found that the student teachers are more influenced by the traditional styles and methods that are used by their mentors even though the methods might contradict with the practices suggested by the university instructors during theoretical course offering. Allen (2009 cited in Gan, 2013:102) also proved that trainee teachers value the theory that they had learned on campus, but once they are in practice, they tend follow their mentor teacher's practices. Thus, it is argued that mentors should first question their own skill on using reflective practice in their own teaching by consider the following points: role, practice, developments and best experience, from the mentors' personal perspective before going to teach others to reflect (Fowler & Robinson, 2006:44; Getachew & Derib, 2006:89).

When pre-service teachers are sent to schools for school practicum they should be given the opportunity to apply a variety of teaching methods in actual classroom context with regular direction given by experienced teachers. In addition to the teaching activities, student teachers need to be engaged with social activities that are also part of teacher roles. As a result, the trainee teachers get to know how to deal with those roles and work with people in and outside the school. Thus, it is possible to conclude that mentors play a key role in educating trainee teachers through collegiality and collaboration and who are seen to play a primal role in improving the quality in the teaching and learning process in the schools (Fowler & Robins, 2006:40).

3.12.2 Supervision

Traditionally, the two terms, supervision and inspection, were used interchangeably referring to the monitoring and evaluation service done in school by higher education officials from the bureaus in Ethiopian context (Amera, 2016:118). The supervisors and inspectors are assigned from the Ministry of Education or the universities to monitor the quality of school performance. Other countries use the terms inspection and school supervision in different ways. According to Tadele and Roelande (2014:82), in some countries, inspection and inspectors are for controlling strategies rather than supporting. For example in United Kingdom (UK) and the United States of America (USA), more attention is given for the term inspection than supervision. In Uganda and Malawi, different terms such as "teacher development advisor" and "education methods advisor" are used respectively (Beycioglu & Donmez, 2009:71). The term advisor refers to more a supporting coach than inspector or examiner. Therefore, the concept of supervision is more administrative, institutionalised, clinical, consultative, developmental and asymmetrical (Fowler and Robins (2006:49).

The current education trend in the world indicates teachers' demands for support rather than control, and a shift from general school inspection to instructional (Beycioglu & Donmez, 2009:72). Hailu (2014:37) defines supervision as a series of activities between a supervisor and a teacher with the objective of improving classroom performance. He further explains that supervision, with its emphasis on collegiality and professional development, is an important instrument in building a programme for effective professional support. Teachers have to identify problems that require immediate reaction; therefore they need to be addressed and communicated in terms of performance, weaknesses and strengths in the classroom. Inexperienced teachers may not be well informed about up-to-the-minute techniques,

approaches and polices in the complex nature of teaching and learning environment. In this case, Naci (2012:102) claims that supervision should be regarded as a training approach and support for teachers involving a systematic cycle which encompasses planning, observation, and intensive analysis of defined teaching performances.

In Mexico, teacher educators from teacher training universities who carry a guidance role in the schools during the teaching practice are known as supervisor (Fowler & Robins (2006:44). In this particular research context, university lecturers are assigned to supervise the trainee teachers during the school practicum.. The objective of their supervision in the Ethiopian context is twofold. The first one is to guide the trainee teachers and support them in their learning during the teaching practice. The second one is to evaluate the performance of the trainee teachers per the requirements of the PGDT programme. Wallace (1991:110) suggests two basic supervisor roles: one is more 'prescriptive', and the other one is more 'collaborative' with both having their own contribution in the process of language teaching and learning. The prescriptive supervisory role considers the supervisors and authorities as sources of expertise and guideline while the collaborative supervisory role considers the supervisors and the supervisee as colleagues. However, a more collaborative role is recommended to create a friendly and relaxed relationship. Carroll (2010:24) explains that supervision is all about visioning and guiding the trainee teachers to look back at what they have done and have the same super kind of vision. In general terms, it means super- visions, new eyes, new perceptions and new visions (Carroll, 2010:25). Supervision is to bring about quality in what and how things are performed. Accordingly, thus reflection becomes the medium through which the trainee teachers learn from the supervisors in the process.

3.13 REFLECTIVE PRACTICE FOR TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

The advantages of reflective practice in preparing trainee teachers are so far clear. In this section the researcher reviews the role of reflective practice in teacher professional development. Curriculum specialists rightly point out that the most sensible and effective strategy to make lifelong learners of teachers is to promote ongoing programmes in reflective teaching. Apart from the necessity for teachers to be lifelong learners, reflective teaching is an essential component, because the norms and standards for certified teachers incorporate a detailed description of the trainee teacher's reflective practicum performances (MoE, 2011:9).

As previously discussed, Schön (1983:45) expanded the theories of Dewey and brought reflective practice into professional training programmes as a way of improving profession learning and capabilities. Reflective practice is a process that allows reflective teachers to stand outside the usual box and criticise the implicit understandings that have developed in the repetitive experiences, and to make fresh sense of situations, vagueness or uniqueness which the practitioner allow himself/herself to experience (Joseph, 2010:3).

Teachers can reflect on their teaching as a solitary or group activity. Sound reflective programmes usually make provision for various groups to work together to help teachers improve their own performance, for example, learners, fellow teachers, student teachers and teacher educators. In essence, reflective teaching and learning is a collective exercise where teachers or students analyse their own strengths and weaknesses in a supportive atmosphere through individual analysis of real-life lessons and case studies. On the other hand, self-directedness becomes an important tool in practice-based learning where practitioners learn from their own professional experiences (Smith, 2011:222). However, Perryman, Stephan, Ball and Maguire (2017:755) suggested that it should not be forgotten that collaboration, guidance and direction from others are very important. Techniques such as self and peer-assessment, problem-based learning, personal development plan and group work are used to sustain reflective practices and develop critical reflection skills. Richards (1990:123) reiterates Schön ideas by stating that experience alone is not enough for professional growth, but experience supplemented by reflection can be a powerful momentum for teacher development.

Today, in the 21ˢᵗ century, the role of teachers is not to establish a classroom culture of control. Teachers, through reflection on their practice, discover new strategies of teaching and instructing students appropriate for particular contexts or situations. Thus, by implementing the procedure of reflective practice, in-service teachers and educators will move themselves and their institutions beyond existing theories in practice. Besides they establish reflective thinking abilities amongst their students. Teachers and educators can achieve this mastery if they enhance their own reflective thinking and skills through practice. Sweetland (2011:161) emphasises this point by saying, "We cannot hold a torch to light another's path without brightening our own…"

Richards and Lockhart (1994:101) also introduced the importance of asking structured questions in a quest to find answers. They suggest reflecting on: *What kind of teacher am I? How can I collect information about my own teaching? And what are my roles as a teacher?* It is suggested that teachers should work in collaboration with colleagues, supervisors and students to discuss

ideas to find the answers. In order to collect and organise data in a meaningful manner, Richards and Lockhart (1994:108) recommend activities such as: receiving supportive colloquial consultation in a group, participate in a retreat group, work with learners as partners engaging them fully and getting feedback from them. The Continuous Professional Development (CPD) programme in Ethiopian schools is an example of involving such types of reflective activities. The programme coordinators assign teachers in small groups and arrange discussion sessions as needed. They facilitate peer observation and feedback sessions so that teachers can learn from feedback.

However, the implementation of the reflective practice is not a simple task. According to Minott (2006:117) effective implementation of reflective practice requires continuous engagement of both individual practitioners, groups and organisations. In addition, the task of teaching by itself demands teachers to adapt to the changing nature of their environment, the needs of the learners and the society as well. Teachers are also considered by the community as role models and in that capacity, they are involved in several extra-curricular community services in order to link the schools and the community. Due to these and other factors, teacher in Ethiopian are overburdened. Thus, the aim of the CPD programme is to engage teachers in reflective teaching and learning practices, although the implementation and its effectiveness has always been challenged (MoE, 2009:9).

However, Mijena (2013:166) reviewed the international experience in teachers' professional development and suggest that the introduction of reflective practice into teachers professional development programs helps to enable teachers to achieve the goals and perform as expected by the community they are serving (UNESCO, 2003:77). Therefore, teacher development programmes promoting reflective practice, are regarded to be more effective in bringing about change to the process of teaching and learning. Boruah (in British Council, 2015) claim that reflective practice is a good way in which to incorporate teachers into the community. It encourages teachers to do action research with their students and other stakeholders which keeps them up to date and competent professionals. Mijena (2013:167) adds that effective professional development programmes engage teachers in learning contexts that are engaging, supportive, job-embedded, instructionally focused, collaborative and continuing. In order to facilitate this task, Mijana (2013:168) describes the following features to be considered for helping teachers' professional development. The issue of sustainability should be taken into consideration in a programme that is planned for teachers' professional development. The programmes should involve teachers in a constant process of learning practicing, discovering and using their own

potential. The learning activities should consider adult learning strategies. Teachers are expected to do self-directed tasks in collaboration with colleagues in groups, share experiences, be task centred and intrinsically motivated. The reflective practice should help sustain learning as teachers experience different situations and facilitate learning in challenging situations. There should be a mechanism for teachers to be awarded, based on the achievements and the efforts they make.

More specifically, in the area of ELT, Mijena (2013:169) has suggested strategies to be carried out by practitioners and other stakeholders for effective English teachers' professional development in a particular context, such as in the Ethiopian context. In this study, the assumption is that if the strategies for effective professional development are taken into account, the collaboration of the in-service teachers and the novice teachers in being engaged in the reflective practice as part of the ongoing CPD programme will be very smooth. The strategies suggested by Mijena (2013:167) are: classroom research, seminars to share the findings of the research, peer observation, peer teaching or team teaching, journal writing, working with a support team and teacher's own self-evaluation.

3.14 SUMMARY

Since John Dewey, the American scholar, brought the idea of reflective practice into the field of teacher education, reflective practice has called for attention in the field of educating professionals. However, the confusion in understanding the terms and concepts in relation to reflective practice has been part of the challenge. Scholars also agree that reflective practice is a very demanding process that questions traditional way of doing things. When it comes to the field of teacher education, it adds on the complex nature of education. Scholars have suggested different approaches to add values in securing quality in education and promoting lifelong learning. The concept lifelong learning can be referred to once critical reflection has been incorporated into one's practice. This reflection queries practice and finds solutions for changes. Reflective practice is a collaborative activity where people develop open mindedness and learn from each other. In this regard scholars suggest guidelines and roles to support reflective practice. Learning from the experience of experts is a tradition; likewise coaching and mentoring are important in teacher education. Supervisors and coaching teachers play significant roles in helping trainee teachers, through reflective practice, bridge the theory and practice gap.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

A research design and methodology bridges the philosophical perspectives with the research methods (Bryman, 2004:69). This means the philosophical perspectives guide the researcher to specify the research methods he/she would implement in a particular study. However, from a different point of view, Niglas (2004:187) concluded that the problem of the study and research questions is a more concrete baseline to determine the design of the study. Similarly, the researcher of this study understands that the philosophical perspectives and the research questions, in one way or the other, were intertwined with both supporting the choice of appropriate research methods.

This chapter outlines the research design and methodology implemented in this study in an effort to answer the research question: *How effectively do the teacher educators implement reflective practice in the Post Graduate Diploma in Teaching (PGDT) programme for ELT trainee teachers at Hawassa University?*

The following specific research questions are also formulated with the purpose of answering the main research question:

1. What constitutes the course *Teachers as Reflective Practitioners* and the aligned courses in the PDGT programme?
2. How do the trainee teachers practise the skill of reflection in the PGDT programme?
3. How do the teacher educators and trainee teachers work with the school principals to implement reflective practice?
4. What roles do teacher educators, trainee teachers and school principals play in ensuring that reflective practice is being implemented successfully?
5. How do the challenges affect the implementation of reflective practice?
6. What strategies can be formulated to strengthen reflective practice to empower ELT trainee teachers?

What is suggested by Cohen, Manion and Morrison (2007:117) as vital for researchers in describing the research methodology, was taken note of as guidelines to write this chapter. These include a description of the research philosophy, the research site, the research

approaches, the rationale for the choice of the approaches, and an overview of the research design. Then, the types of methods utilised in this study are described through discussing the strategies used in the sampling of research subjects, data gathering instruments, and data collection procedures. Finally, data organisation and data analysis methods used in the study, are explained in detail.

4.2 RESEARCH PHILOSOPHY

In this section, the research discusses paradigms that guide the study and shape the methodology. Willis (2007:221) defines a research paradigm as a comprehensive thinking scheme or philosophy that guides a particular research and the practices or approaches and methods implemented in conducting the research. According to Mertens (2005:67), a research paradigm comprises different views of reality, types of knowledge and approaches to generate knowledge. The view to reality is called ontology where the researcher has no influence over the subject. The nature of the knowledge and the connection between the knower and knowledge is epistemology. The methods and the approaches the knower uses to acquire the knowledge, refer to the methodology.

Research paradigms, in general, are classified into four categories: positivism, constructivism, transformative and pragmatism (Guba & Lincoln, 2005:221; Schwandt, 2000:89). However, there is no clear line between each.

4.2.1 Positivism / Post-positivism

Positivism is a dominant scientific research philosophy applied to investigate and confirm theories and describe certain constant patterns in behaviour. Mertens (2005:8) claims that the philosophy of positivism originated from philosophers such as Aristotle, Francis Bacon, John Locke, Auguste Comte and Immanuel Kant based on the rationalistic, empiricist philosophy. It is primarily applicable in natural science, physical science and, slightly, in the social sciences mostly where very large sample sizes are involved. The philosophers in the fields of natural science claim that objectivity is very important and positivism provides patterns that help to achieve objectivity (Creswell, 2012:155; Mertens, 2005:12). The positivist paradigm typically involves quantitative research methodology, employing experimental methods. Here, the researcher has the role of controlling the research process staying outside the research site.

In positivism the researcher is external to the research context whereas post-positivism allows the researcher to interact with the research participants (Willis, 2007:223). Post-positivists

follows same principles but it modifies the scientific methods aiming to produce more generalizable and objective knowledge in social sciences. Its values emphasise multiplicity and complexity as common characteristics of humanity. Post-positivism approaches are interpretive by nature that led to an emphasis on meaning and formation of new knowledge studying the lived experience of a person. Post-positivism uses quasi-experimental research designs that implements outcome measures and experimental units. Mertens (2005:222) contended that quantitative methods are predominantly used in positivism / post-positivism though qualitative methods could also be used as well.

4.2.2 Pragmatism

Pragmatism is not dedicated to any single system of philosophy or reality (MacKenzie & Knipe, 2006:193). It is a paradigm that provides the fundamental theoretical framework for a mixed-approach research. The pragmatic paradigm puts the research problem at the centre and applies methods and approaches that lead to understanding the problem (Creswell, 2009:11 cited in MacKenzie & Knipe, 2006:199). The researcher chooses data collection and analysis methods which are most likely to address the research question at the centre. The research methods should be the most likely to provide insights into the research question but with no philosophical devotion to one alternative paradigm. In most cases, pragmatists avoid the implication of metaphysical concepts such as truth and reality. They believe truth and reality cause endless and useless conversations and debates (Teddie & Tashakkori, 2003 as cited in Mertens, 2005: 23). As mixed methods are employed, pragmatism may allow a number of diversified projects to be conducted without demanding the researcher any prior knowledge, law or rules (Mertens, 2005:23; Creswell, 2009:18).

4.2.3 Transformative / Critical paradigm

The transformative paradigm appeared to the research world partly because of dissatisfaction with the other dominant research paradigms and practices (Mertens, 2005:17). As clearly stated by Mertens, transformative researchers address political issues, social oppression by positioning themselves by the side of the oppressed. Transformative researchers criticise interpretive/constructive researchers for their research consists of small group of powerful experts researching on a number of powerless participants (Robson, 2002:45) .This paradigm is supported by critical theorists, participatory action researchers, Marxists, feminists, ethnic minorities and persons with disabilities (Mertens, 2005:25). The critical theory helps the

researcher to addresses such issues identifying the social unjust, power imbalance, policies, beliefs and practices.

This paradigm satisfies the research queries raised by people who are interested in the issue of feminism, racism, disabilities, sexuality and others (Taylor & Medina, 2013:54). The voices of such disregarded people become more visible in the research community and in professional organisations such as education and psychology. These organisations have revised their measurements of ethics and developed a research programme to become more reactive to these transformative agenda (Mertens, 2005:18). The transformative paradigm may use qualitative and quantitative data gathering and data analysis methods in much the same way as the constructivists (Mackenzie & Knipe, 2006:199).

4.2.4 Interpretivism/Constructivism

Constructivism emphasises the fact that research is the result of the values of the researcher, and it cannot be independent of his/her influence, attention and perception. The researcher understands, experience, opinion and interpretations also influence the research process. As opposed to positivists who believe that the researcher and the researched person are independent of each other (Robson, 2002:46; Isaacs, 2013:134), constructivists consider that the inquirer and the inquired influence each other. For this reason constructivists choose a more personal, interactive mode of data collection and the researcher does not only control the process of data collection, he/she also interacts with the participants.

> *The basic assumptions guiding the constructivist paradigm are that knowledge is socially constructed by people active in the research process, and that researchers should attempt to understand the complex world of lived experience from the point of view of those who lived it* (Schwandt, 2000 cited in Mertens, 2005:16)

Constructivism is also referred to as the interpretive paradigm (Mackenzie & Knipe, 2006:198). Knowledge is concerned with interpretation, illumination and meaning. According to Mertens (2005:19), constructivism grew from the philosophy of Edmund Husserl, Wilhelm Dilthey and other German philosopher. Researchers, who immerse themselves within the culture they are studying, can produce interpretive knowledge of what is studied by undertaking a prolonged process of interaction. Using ethnographic methods of informal interviewing, participant observation and establishing ethically sound relationships, interpretive researchers construct trustworthy and authentic accounts of the cultures of others (Taylor & Medina, 2013:55).

From the definition above, in this paradigm, knowledge is interactively formed. Knowledge from the study participants' narration and description incorporated with the researcher's observations and interpretation, generate new knowledge and/or theories. Generally, constructivists do not begin with a theory; rather they inductively develop or generate theories or frameworks throughout the research process (Creswell, 2012). Constructivists mostly depend on qualitative data collection methods and qualitative data analysis, but they also use a combination of qualitative and quantitative methods where interviews, observations and document analysis are dominant data gathering methods (Mertens, 2005:19). When this paradigm is applied in educational research, it enables the researchers to elicit detailed descriptions and clear understanding of the real teaching and learning experiences of teachers and the learners. It allows researchers to make use of tools that help to learn about the cultures of classrooms, schools and the communities they serve (MacKenzie & Knipe, 2006:200).

4.2.5 Rational for choosing Constructivism/ Interpretivism for this study

The underlying characteristics of this study belong in the constructivist/ Interpretivist paradigm. The choice of research methods and approaches employed for this study was guided by the suggestions in the constructivist paradigm. Social constructivists state that knowledge is socially constructed. Likewise reflective practitioners learn socially from their lived experience in social contexts. Besides this paradigm engages teachers as reflective practitioners who apply interpretive inquiry that help them develop understanding their students lived world. This interpretive orientation makes teachers and teacher educators formulate more interactive teaching and learning approaches (Taylor & Medina, 2013:58). As suggested Taylor and Medina (2013:58), interperativism enables researchers to build rich understandings of the actual lived experiences of teachers and students, the cultures in the classrooms, schools and the communities they serve (Mertens, 2005:22). The role of a qualitative researcher is to acquire insight and develop understanding by getting close to the data in order to understand the participants' point of view and develop new social knowledge. In this study, the researcher tried to explore lived experience of teacher educators and trainee teachers in implementing reflective practice in their teaching and learning. Then, the researcher tried to develop theories and design a framework that could be implemented to educating reflective teachers.

4.3 RESEARCH APPROACHES

Research approaches are used in social research according to the type of data needed and how the data are to be collected, in line with the research questions and the grounding philosophies. These are qualitative and quantitative or a combination of the two approaches, known as mixed methods research.

A qualitative research approach is concerned with subjective evaluation of the research participants' attitudes, opinions, experience and behaviour (Mertens, 2015:237). A qualitative approach to research allows one to generate results either in non-quantitative form or in the form that is not subjected to precise quantitative analysis (Kothari, 2004). In contrast, quantitative research is research which is based on the measurements of quantity. It is applicable to phenomena that can be expressed in terms of measurable quantity (Kothari, 2004:11). A mixed methods research approach comprises both qualitative and quantitative methods. In this type, researchers collect, analyse and merge their data or connect both quantitative and qualitative approaches (Nunan, 1992:44).

Qualitative research involves observing and asking questions directly involving the research (Best & Kahn, 1993:77). Qualitative research also describes events and persons in detail without the use of statistical data. Research in such a situation is important as it best explains researcher's insights and impressions. In brief, qualitative research follows five distinctive features that distinguish it from the other forms. Firstly, qualitative method studies people's lives in their real world. It represents their views and perspectives in most possible ways in the study. In addition, it explicitly attends to and accounts for real contextual situations. It also contributes insights from existing or fresh notions that help to make the social behaviour and thinking of the community very clear. Finally, it acknowledges the likely relevance of multiple sources of data rather than relying on a single source (Yin, 2003:67; Yin, 2016: 11).

A qualitative research approach is used in order to elicit a clear, in-depth description of the implementation of reflective practice. It has been clarified that qualitative methods are more suitable to understand human behaviour and experience in more complex systems of integrated life processes (McMillan & Schumacher, 2010:16) by interacting with the participants and observing how they are doing in their natural setting (Creswell & Clark 2010:59). Thus, this helps the researcher to understand the practice of implementing the reflective practice as well as the perception of the teacher educators, the trainees, the stakeholders and their contribution to

the practice of reflection. The research also intends to explore in detail the experience of the teacher educators and school mentors, and how the collaboration is facilitated between the university and the high schools which are found in the catchment areas of Hawassa University.

Taking into account the merits of a qualitative approach, described above, the researcher used this approach in this study to best understand and describe the implementation of a reflective practice in the PGDT programme for ELT trainee teachers at Hawassa University. Hamilton and Corbett‑Whiter (2013:24) suggest that interaction with the trainee teachers in real contexts helps to construct knowledge and a working framework.

4.4   THE RESEARCH DESIGN

This study uses a qualitative research approach as it aims to explore, describe and interpret in detail aspects with the implementation of the reflective practice on teacher training. It thoroughly investigates the realism of reflective practice in the field of teacher education. The roles and experiences of different stakeholders in the process of implementing reflective practice training are investigated in detail.

A case study design is considered most appropriate for this study. McMillan and Schumacher (2010:17) define a case study as a design that examines a bounded system or a single case which employs various sources of data found in the natural setting. The case can be an organisation, a programme, an event, an activity or a set of individuals bounded in time and place (Cohen *et al.*, 2007:253). A qualitative case study design was the research design needed most appropriate for this study because case studies are known to give rich and vivid description of events supported by several sources. It also supports the researcher in obtaining implicit and explicit data from documents used for the study and from the participants as well. Moreover, it enables the researcher to construct criteria for building credibility and trustworthiness in the process of data gathering (Creswell 2012:99).

Cohen *et al.* (2007:254) explain their preference for use as "case studies strive to portray 'what it is like' to be in a particular situation, to catch the close up reality and to 'thick description of participants' lived experience, thoughts and feelings about a situation". Likewise, in this study, the real experience of the practitioners, the teacher educators, the trainee teachers and the school principals, is explored and described as well as what exists and what does not exist in the context where the reflection is performed. It also helped to analyse the theoretical views of the practitioners. As mentioned elsewhere in this study, reflective practice involves actual

experience and direct participation of the practitioners in real context. Thus, this research design allowed the researcher to observe, interpret, and analyse the data gathered through direct contact and interaction with the practitioners (Yin, 2003:114).

Accordingly, the main function and nature of the analysis of a qualitative case study can be classified as descriptive, explorative and comparative (Yin, 2003:114). This study used descriptive, explorative and comparative analysis as it tried to understand the typical reflective practices in a programme and explain the theoretical assumptions.

4.5   THE CONTEXT OF THE STUDY

Hawassa University, one of the five universities in the Southern Region of the country, was selected among thirty universities in Ethiopia. The University is situated in Hawassa town, the capital of Southern Nations, Nationalities and Peoples' Region. It is one of the oldest universities in the country and regarded as one of the five best universities in the country and a centre of excellence.

Hawassa University, established in April 2000, was initially known as Debub University. However, in 1976, it became a college known as Hawassa College of Agriculture. The university was established by merging Hawassa College of Agriculture, Wondogenet College of Forestry and Dilla College of Health Science and Teacher Education, three colleges situated in the nearby areas in the southern region of Ethiopia.

Thereafter, Dilla College of Teacher Education was separated from Debub University. The School of Education and Training was established at Hawassa University in 2007 and has been training teachers in five teacher education departments: English, Geography, Physics, Mathematics, and Chemistry.

In 2010, as a result of the policy changes in the country, the TESO (Teachers Education System Overhaul) was phased out (MoE, 2009:8). Then, in 2011, the School of Education and Training launched a Post Graduate Diploma in Teaching (PGDT) programme. The teacher trainees of the PGDT programme are all university graduates in different fields. After they secure their first degree in non-teaching Social Science and Natural Science fields, students apply to be enrolled in the teacher training programme. The ten-month programme comprises teaching methodology courses, including the course *Teachers as Reflective Practitioners* followed by four weeks school-based practicum in secondary schools under the supervision of university teachers and experienced school teachers.

4.5.1 Sample: Sampling and Selection Techniques

Qualitative researchers often employ purposive sampling methods as they need to focus on the specific characteristics of a population such as groups and individuals where the processes or objectives of the study happen. Purposive sampling is a process of selecting information rich cases for study-in-depth of the subject under study (Mogashoa, 2014). To get the richest possible source of information to address the main research question, purposive sampling should be used as it specifies the choice of participants (Creswell, 2007:33). Participants are selected because of the information they hold and on the basis of the explicit purpose of getting the richest possible source of data to address the main question of the study (Denzin & Lincoln, 2000). Judgement is made by the researcher about which subjects should be selected to offer the best information that helps to address the rationale of the research. The primary concern in qualitative case study is to get in-depth information from purposively selected sample; however, the sample may not be representative of the larger population and similarly the data obtained may not be generalizable (Cohen, Manion & Morrison, 2007, 115).

The participants of this study were English language trainees teachers who were enrolled in the new PGDT programme at Hawassa University. Among the ELT trainees, only those who had successful finished the programme courses and were assigned for teaching practice, participated in this study. Other participants included teacher educators, who teach the course *Teachers as Reflective Practitioners* at the University, and university supervisors who were assigned to supervise the trainee teachers during the school-based practicum, were also included. In addition, school teachers assigned to coach the trainee teachers and academic vice school principals, responsible for assigning trainee teachers to mentors in each respective school, were also participants in the study.

Convenience sampling, a type of non-probability sampling that involves the sample being drawn from that part of the population close to hand (McMillan & Schumacher, 2010:486), was also employed with the researcher choosing Hawassa University because of her work at the university. She is one of the teacher educators in the university and this gave her the prospect of selecting fitting participants for the study and also gave her the opportunity for in-depth description and understanding.

4.5.2 Participant Selection

After informal talks and a number of site visits necessary for making contact with participants (English language trainee teachers, teacher educators, school mentors, and academic vice school

principals), the "right" participants were selected. Information about the number of the trainees in one school and the timetable was obtained from The School of Teacher Education and Training. The participants were purposively selected to gather detailed information about the reflective practice for trainee teachers' development in the Post Graduate Diploma in Teaching (PGDT) programme.

4.5.3 Sample Size

Participants were selected through purposive sampling, as recommended by McMillan and Schumacher (2011:55). To date, the number of English language trainee teachers enrolled in one year for the PGDT programme at Hawassa University has ranged between 25 and 30. These trainee teachers were assigned to two of the secondary schools in Hawassa city for teaching practice. Two academic vice-principals, one from each school where the trainee teachers were assigned for teaching practice, as well as two supervisors from the university, who had ten supervisees and seven supervisees respectively, were sampled. These two supervisors were also course instructors for these trainee teachers while the third one taught the course *Teachers as Reflective Practitioners*. Thus, these participants were purposively selected because of their expertise in the programme.

Teacher educators were meant to give more focus to the school-based practicum and facilitate the skills of reflective practice. The instructors who offer the course Subject Area teaching methodology courses were meant to supervise during the teaching practice. Five trainee teachers from the two secondary schools were selected by employing the criteria of gender representation, willingness to participate in the study, each school representation, and regular attendance during school observation and teaching practice. As a result, ten trainee teacher participants were selected for the study and are tabled below:

Table 4.1: Population and Sampling

Participants	Numbers
Trainee Teachers	5
Teacher Educators	3
Academic Vice Principals	2
Totals	**10**

Initially, it was planned to include school mentors and practicum coordinators, but the researcher learned that school mentors and practicum co-ordinators were not given significant roles in the PGDT programme although roles were defined in the *Practicum Guidebook*.

4.6 RESEARCH METHODS: DATA GATHERING INSTRUMENTS

In qualitative research, data should be collected carefully and the researcher should be involved for a considerable time. Creswell (2009:18) suggests observation, interviews, document analysis and field visits or observations as the major data collection techniques in qualitative research as these tools enable the researcher to obtain detailed insights of practitioners' actual lived experience in a real working context. In this particular case study, a combination of semi-structured interviews (Appendix F), observations (Appendix H) and document analysis (Appendix G) were used. From all the stakeholders: the trainees, course instructors, university supervisors, and academic vice principals of the two secondary schools.

4.6.1 Individual Semi-Structured Interviews

As stated by Bryman (2016:472) the interview is referred as the most flexible tool for qualitative data collection. Cohen *et al.* (2007:69) state that interviews allow the researcher to use multi-sensory channels of communication to obtained detailed information about the lived experience of the interviewee. However it should be noted that interview is not an ordinary conversation; it is purposeful, planned and carefully constructed with some binding rules. Based on the purpose or structure, openness or closeness, there are different types of interviews (Cohen *et al.,* 2007:77).

For this study, semi-structured interviews were used with the aim of understanding the experience and roles of the stakeholders in the process of educating the trainee teachers as reflective practitioners. In a semi-structured interview, the researcher often has a list of questions or interview guide that allows him/her to be flexible in his/her wording while asking the question. The interviewer can frame the questions based on the interviewee understanding and level or frame the issue (Bryman, 2016:468). For this reason, a semi-structured interview is very common in qualitative research because it helps to understand and describe the complex nature of human experience without imposing any prior categorisation, which could limit the field of enquiry (Bryman, 2004:455; Creswell, 2009:88). This is usually done in the form of a conversation which intends to explore the participant's views, ideas, beliefs and experience about the events or phenomena in the process. Semi-structured interviews were deemed most

appropriate for this study as it gave the researcher the opportunity to meet with participants individually and face-to-face. The semi-structured interviews allowed for specific questions to be asked, but also gave the researcher the opportunity to probe for further understanding and ask for clarification if there was something that she did not understand.

Semi-structured interviews were conducted with ELT trainee teachers, doing their school practicum in two secondary schools in Hawassa city, and trained to implement reflective teaching and learning practices in their respective schools (Appendix F- Interview schedule). In addition, teacher educators, who taught the courses *Teachers as Reflective Practitioners,* and *English Subject Area Teaching Methodology,* and the supervisors, assigned to supervise the sample trainee teachers in the selected secondary schools, were interviewed. These participants were responsible for bridging the university courses, the reflective practices and the secondary schools. The academic vice principals of the two schools, who played active roles in facilitating the teaching practice and guiding the trainee teachers, were also interviewed.

4.6.2   Observation

Observation is an instrument that is used to gather first-hand qualitative data by observing the how and what of people are performing at the actual research site (Creswell, 2012:33). The intention of observation is to intensively examine different processes that constitute the whole in the unit with a view to make generalisations about a wider population to which the unit belongs (Cohen *et al.,* 2007:258). The unit can be an individual, groups, an organisation, or a community. Observation allows the researcher to see the non-verbal expressions of participants in a natural context, to determine who is communicating with whom, to grasp in detail how the participants are performing and communicating (McMillan & Schumacher, 2011:43-44). In Participatory observation, the researcher gets into the world of the participants and carefully keeps a record of events, what is heard and what is observed. Collecting data this way allowed the researcher the opportunity for first-hand objective observations in the natural environment as lived by the participants without altering or manipulating it. In non-participant observation, the researcher is not involved but observes and records behaviours and particularly takes note of unusual aspects. In contrast, participant observation allows the researcher to gain insights and develop a relationship with the participants (Creswell, 2009:99).

In this study, the observation was conducted in four phases: phase one observation was carried out when the trainee teachers were at the university practising micro-teaching and completing the programme courses. The second phase of observation occurred when the trainee teachers

were being introduced to the secondary schools and observing classroom teaching and learning. Phase three took place when the trainee teachers were teaching in their respective schools and observation four was conducted while the trainee teachers were in a feedback session with their supervisors. As suggested by Creswell (2012:102), the observational role of the researcher was varied during each phase. During the first phase, the role of the researcher was non-participatory. During the second and the third phase it was participatory where the researcher spent time with the trainee teachers after forwarding questions to initiate reflection. During the fourth phase, the researcher observations were non-participatory.

Observation is done with the help of guidelines (Appendix H). Cohen *et al.,* (2007:77) recommend intensive and immediate recording of the information obtained during the observations. Likewise, observations in this study were done electronically, audio recording the lessons and the discussions whenever necessary and by taking intensive notes.

The researcher conducted both structured and unstructured observations. As Flick (2006:111) suggested, the researcher was a participant as well as non-participant observer in order to obtain factual information from the actual context where the real practice of reflective teaching and learning at the university and at the secondary schools. The researcher employed a checklist for structured observation when observing the micro-teaching lessons, the trainee teachers' classroom lesson presentations and activities organised by the teacher educators and the academic vice principals for the trainee teachers. Structured and unstructured observations were conducted outside the classroom activities of the trainee teachers during the teaching practice. Discussions with peers, supervisors, school principals and classroom teachers were included for unstructured observation. Activities conducted by the School of Teacher Education and Training were also part of the unstructured observations. Intensive notes were the main instruments used to gather the data from unstructured observations.

4.6.3 Document Analysis

Document analysis is defined as the procedure of summarising and reporting written data focusing on the major content of the data and the message. It is a practice for making replicable and legitimate inferences from texts or other meaningful matters. It can be done with any kind of written or printed material (Cohen *et al.,* 2007:123). Therefore, in this study, the researcher analysed the content of two types of materials. The first one was the material used to teach selected courses: *Teachers as Reflective Practitioners*, *English Subject Area Teaching Methodology*, *Practicum and Action Research* (Appendix G). These were the course outlines or

modules for the courses. These courses are designed to provide the subject knowledge, theoretical background and practical guidelines in order to guide and support the implementation of reflective practices efficiently and effectively (*cf.* 3.10.2; 5.4). These materials were analysed in line with the theories, principles and guidelines in the teacher education programme. The second document was related to trainee teachers' written documents such as portfolios and action research reports. These documents consisted of recordings done by the trainee teachers as portfolio work, diaries or any other kind of written report as part of the fulfilment of the practicum course or the subject area teaching methodology course. The teacher trainees' portfolios and action research reports were collected from the instructors via the college The portfolios and action research reports were analysed, based on the given instructions, content and critical reflection (Appendix K).

Robinson (2002:58) declares that documents are very important sources of information. In this study, document analysis was critical to understanding what the teacher educators, the administrator/coordinators and the trainee teachers were actually doing during the implementation of reflective practice. Moreover, due to the fact that documents are grounded in the real context and free from individual contact, they helped the researcher to cross validate the data gathered from the interviews. Documents, in various formats, can also provide the researcher with detailed internal perspective of how an organisation is performing a given task (Yin, 2013:102). Likewise, in this study, the documents, collected from different sources, helped the researcher to address the research question: *What constitutes the course Teachers as Reflective Practitioners and the aligned courses in the PGDT programme?* with its sub-questions.

The teacher trainees' portfolios and action research reports or any other form of written recordings such as trainee teachers' diaries and learning journals were collected from the instructors via the college. The curriculum, the course outline and the material for teaching the courses were collected from the School of Teacher Education and Training. The researcher identified the relevant materials, identified the examinable contents in the materials, organised the materials according to topics and sub-topics and analysed the information using a prepared checklist (Appendix J).

4.7 THE PROCESS OF DATA COLLECTION

In qualitative case studies, the data collection process is usually a back and forth move (Yin, 2013:108). Likewise, in this study, data collection was done simultaneously while data analysis

was in progress. The researcher herself was engaged in the data gathering so that she could not only gather the data according to the plan but also made decisions whenever necessary.

Data was collected using the qualitative data collection tools of semi-structured interviews, observations and document analysis. As clearly stated by Marshall and Rossman (2010:55), data collection procedures involve a series of decisions about when to collect data, whom to contact, what information to be provided and how to record and keep data. Likewise, in order to maximise the effectiveness of data collection in this study, the data collection tools (interview schedule, observation checklist and document checklist) were reviewed and edited by two colleagues from the School of Teacher Education and Training at Hawassa University prior to going into the field. Finally, the research supervisor have reviewed the tools and made very important supplements.

Once participants were invited to take part in the study, specific dates were arranged with all participants before the process of data collection to ensure that course instructors, supervisors, trainee teachers and the academic vice school principals agreed to the schedules. Participants were asked to sign a consent form agreeing to be interviewed and to be recorded. Thus, audio recording was done according to each person's preference.

Two interviews were conducted with the trainee teachers while they were on the teaching practice session and near to the end of the end of the courses.. The first one was conducted during the classroom observation. Immediately after each classroom teaching observation, the researcher took 20- 30 minutes with each trainee teacher forwarding reflective interview questions that initiate the trainee teachers to reflect on different aspects of their lesson presentation: strengths, weaknesses and lessons learned. Each of the five sampled trainee teachers were observed during school practicum: during the third to fourth week of practicum. Lesson presentations were audio recorded up on the agreement of the trainee teachers. The second interview was around the end courses, a week after practicum. Each interview was for an average of 30 to 35 minutes. Twelve semi-structured interview questions were employed to explore the trainee teachers experience implementing reflective practice in their teaching and learning. According to the schedule set out by the School of Teacher Education and Training, a post-teaching discussion (reflection session) with their supervisors, was also part of the observation. Up on the agreement of the supervisors and the trainee teachers the reflection session was audio recorded.

Teacher educators were interviewed for an average of 40 minutes in average. Interview schedule for teacher educators was conducted nearly at the end of the third semester of the programme. It was administered parallel with the trainee teachers' second interview. Thirteen semi-structured interview questions were prepared and administered for securing over all experience, perceptions and opinions of teacher educators and supervisors about the implementation reflective practice in the PGDT programme. Again towards the end of the school-based practicum, interviews were conducted with the academic vice principals of the two secondary schools. The interview session with the academic vice principals was 30-35 minutes long for each. They were asked 10 semi-structured interview questions to reflect on their contribution to enhance the trainee teacher reflective teaching and learning.

Though documents such as the curriculum framework, course outlines and teaching materials were collected prior to the other data sources, the academic artefacts such as action research proposals and portfolios were collected at the end when the trainee teachers finalised the course work at the university. During the data gathering process, audio recordings, field notes and folders (for documents in both soft and hard copies) were kept and organised for data analysis.

4.8 METHODS OF DATA ANALYSIS

McMillan and Schumacher (2011) state that the main objective of data analysis is to make meaning of the data gathered according to the research questions posed at the very beginning. Likewise, in order to address the research questions in this study, the data gathered were analysed qualitatively. Bazeley (2009:3) defines qualitative data analysis as challenging, non-linear, contextualised, and a highly variable process. However, Bazeley (2009:3) explains that there are several techniques and stages for data analysis which should be followed. These include transcribing, organising, discovering, coding, reconstructing, interpreting, theorising writing and assessing, depending on the nature of the data gathered. Qualitative data analysis basically requires engrossing oneself in the data, looking for patterns, searching for relationships, visualising, displaying and writing up the information (Roller & Lavrakas, 2015:96; Baxter & Jack, 2008:24), which guides the procedures in the data analysis. For this research, the analysis, data collection, processing and reporting are interrelated and done simultaneously (Creswell & Clark, 2010:99).

As recommended by Creswell (2012:110), the data which was collected electronically or by digital means was first transcribed. This was done for the data gathered in the semi-structured interviews and the observations. Marshall and Rossman (2010:166) suggest breaking down the

data to make meaning easier to understand according to the research questions posed at the very beginning. Thus it is important to go back and refer to the research questions. This study aimed to explore trainee teachers' and teacher educators' theoretical views, practical performances and the challenges they are facing.

According to Creswell (2012:112), although procedures in qualitative research are moderately flexible and open-ended (in comparison to quantitative research), it is very important to make the analysis systematic, organised and transparent in order to have relatively more justifiable and acceptable results. Data collected from interviews and observations were interpreted indirectly from the conceptual explanations given for each of the cases. In other words, trainee teachers' direct responses (could be practical, written or verbal explanation) were defined in terms of the standard measures of levels, content and forms of reflection. On the level of reflection, if trainee teachers' responses, for example, were simple recalling and describing of experience as it is, it is referred as a descriptive level reflection. If it entertains certain comparing and contrasting activities among different experiences, it can be considered as a comparative level of reflection. Through displaying and studying respondents' voices, observed practices and written documents and then moving from the data to the theoretical propositions and from the theoretical propositions to the data and the research questions, thematic lines were identified in order to map all data collected through the various data collection instruments.

In qualitative research, the data gathered through interview, written documents and observation are qualitatively analysed and critical discourse analysis was used to interpret these accounts considering the real context where they are used, how they are used and why they are used. It is also important to read between the lines when written or oral texts are analysed. According to critical pedagogy, educators work with and on the lived experience of the students where experience is brought to the fore. In this case, the content of the curriculum reflects shared responsibility than was imposed, and instructors become facilitators for sharing and critically analysing each other's experience (Gee, 2005:56; Cohen *et al.,* 2007:97).

In line with Mogashoa's (2013:69) analysis of the teaching and learning policies which utilised critical discourse analysis (CDA), this study also used CDA to analyse the contents of documents such as PGDT education curriculum, the course materials, trainee teachers' reflection tools such as portfolios and action research projects. Van Dijk (1995:77) and Fairclough (1995:67)defines critical discourse theory as a traditional linguistics paradigm rooted

in grammar and philosophy, language construction and philology. Wodak and Meyer (2009:71) as well as Fairclough (2000:45) confirm that critical discourse analysis is considered an integral part of critical theory that critiques and changes society to improve the understanding of interconnected and integrated social phenomena. As a general rule, critical discourse analysis theory is characterised by principles, centred on how social relations are identified, with knowledge and power being built through written and spoken texts in society, institutions, schools and classrooms (Fairclough, 2010:25; Luke, 2010:68; Hammersley, 1995:80). CDA enabled the researcher to examine the written words in detail guiding the interpretation of the data from the interviews, the observations and the documents.

Critical Discourse Analysis helps to interpret the data by analysing three aspects in the document:

- The facts, procedures and events constitution.
- The discursive practices in the text, such as rules, norms, behaviours, identities and hierarchies.
- The broader social context wherein the document is used (Bazeley, 2009:17; Fairclough, 2000:60).

Fairclough (2010:56) suggested three models for the inter-related dimensions of discourse: the object of analysis including verbal, visual or verbal and visual documents, the processes in which the object is produced and received which includes writing, speaking, designing and reading performed by human study groups, and the socio-historical conditions that rule the processes. The suggested models of analysis for each of these dimensions are text analysis for description, process analysis for interpretation, and social analysis for explanation. Foucault's (2002) and Freire (1970) models also provides an important framework to develop a clear understanding of how educational texts create human subjects in general, teachers and students in particular, through varied relationships of authority, knowledge and skill. In addition, in Fairclough's (1995:45) discourse analysis model, text analysis focuses on identifying what content is represented, how the content is related and how it addresses the objective. Considering that a text also indicates what procedures should be followed, process analysis should start from what procedures have been given in the document, and continue with the discursive practice.

Mogashoa's (2013:71) research indicates that the analysis of the various forms of discourse, themes, and print texts would allow the researcher to create a framework to understand how

teaching and learning strategies were applicable by the reflective teacher educators during teaching and learning practices. For this study, the relationship between the university supervisors, the supervisees, the school mentors, the trainee teachers and academic vice principals during school-based practicum practising reflection was analysed following the model.

To critically analyse the differences and similarities among the data collected via different instruments from different participants, inter-case analysis was utilised. In doing so, as Creswell (2012:69) indicates, the researcher should address both the pre-established and emerging concerns through thematic and categorical classifications and establishments of row data. Thus, data are presented through description and interpretations by quoting respondents' direct words, as recommended by Stenbacka (2001:78). All data sets were collected, transcribed and analyzed for triangulation purposes. Data was gathered according to the process during and after the observations, interviews and documents analysis and then were organized according to the themes given in the observation guide and discussed thematically. Contents and the objectives of the selected courses, *Teachers as Reflective Practitioners, English Subject Area Teaching Methods, Practicum, and Action Researcher*, and the other documents were clearly analyzed according to the topics matching with the classified themes and categories.

4.9   TRUSTWORTHINESS

According to Creswell (2012), in research, reliability and validity refer to the credibility and trustworthiness of the data collected for the research, which also implies the dependability of the research as whole. Validity refers to the extent of the investigation measuring what it is actually supposed to measure (Nunan, 1992:169). Fandino, 2008:56; Neuman (2009:170 as cited in Mogashoa, 2013:77) signifies that reliability shows dependability and consistency.

Validity and reliability of research methods should be taken into account before deciding which to use because the research methods employed bring differences. In this regard, Nunan (1992:80) suggests some ways of increasing the validity of data in a qualitative research. These are establishing correct operational measures, establishing casual relationships, establishing domain of population and replication. These are done to check similarity of results/research findings from different sources. In this sense, the researcher recorded accurate descriptions and interpretations of the practitioners' experience, and triangulated the data from different sources. The issue of originality is also addressed by submitting the study to Turnitin Report System to ensure that plagiarism was avoided (*cf.* Appendix).

4.9.1 Reliability

Reliability is the concern about the extent to which the tools employed to gather the data produce consistent results (Creswell & Clark, 2010:56). As has already been stated, qualitative research demands the use of multiple data collection tools (triangulation) to increase the reliability of the research (Creswell, 2009:69). According to McMillan and Schumacher (2011:385) in a qualitative study, reliability also refers to the regularity of the researcher's interactive approach, data analysis, understanding and interpretation of participants' experience from the data.

Nunan (1992:89) suggests strategies such as use of low interference descriptors, multiple participant/researchers, peer examination and mechanically recorded data. In this study, observable classroom practices were audio recorded supported by the researcher's intensive note. Outside the classroom observation was mechanically recorded. Moreover, audio recorders were used for interviews and trainee teachers' discussions with supervisors during observation.

Triangulation, which refers to the use of various approaches of gathering data, is one the researcher used to increase reliability of the research data. As explained in the research design section, the researcher used three different data collection instruments and sources such as in-depth interviews, observation, and document analysis to gather reliable and valid data from carefully selected sources. Electronic recorders, observation checklists and intensive notes were used to enhance the validity of the collected data. The observation period was considered long enough to gather in-depth data.

Apart from these, the researcher was closely engaged in the research process and interacted with participants from the very beginning to the end of data collection. This interaction resulted in construction of the knowledge formulated for the actual implementation intending to bring changes to the existing practice.

4.9.2 Credibility

Credibility refers to the extent to which a study's results represent the meaning of the research participants. It is the extent to which data collection and data analysis are believable and trustworthy. It also serves as internal validity which deals about the question of 'how the findings make sense?' (Guba & Lincoln, 1985:102). It evaluates whether or not the representation of data matches the opinions of the participants. As a result, the interview discussions were audio recorded to allow participants crosscheck the transcripts to confirm the information. If the findings hold true, qualitative research is seen to be valid for the researcher.

A qualitative researcher establishes rigour of the inquiry by adopting credibility strategies: prolonged and varied field experience, time frame, intensive field notes, triangulation, member checking, peer examination, interview technique, establishing authority of researcher and structural coherence (Graneheim & Lundman, 2004:108).

To be credible in this study, the researcher made reviews with the supervisor, professional colleagues from school of Teacher Education and Training and English Subject Area Teaching Methods Course Instructors. Working in teams or sharing ideas with colleagues, and continuous contact with the research site (Yin, 2013:87) insures credibility by providing the researcher with the opportunity to test the growing insights and getting professional support. Moreover, the researcher stayed with the participants throughout the data collection time. The researcher presented coherent, persuasively argued point of views, and procedures about her research and describe the details of how the research results were arrived at what data triangulation tools were used.

4.9.3 Confirmability

Confirmability refers to the extent to which the results of an inquiry could be confirmed or verified by other researchers (Baxter & Eyles, 1997:519). Confirmability ensures the adequacy of information reported from the research question, for data collection protocol, raw data, through different stages of the data analysis, up to the interpretation of results. Confirmability confirms, as far as possible, that findings are the result of the participants' experiences and ideas rather than the researcher's characteristics and preferences.

For this study, the researcher ensured that personal preferences and biases did not influence the study's findings. Although the researcher herself is a teacher educator in Hawassa University, the interviews were used to obtain as much in depth data from the participants, and tried to be guided by the data collected and not the researcher's own opinions to extract the findings. In addition, the researcher ensured confirmability through the use of a intensive field notes that the researcher used to record all information about the events observed during classroom and outside classroom observation and to record phenomenon that arose during the investigation. Furthermore, to increase the confirmability, the researcher include list of quality indicators for being a reflective learner, interview guide items, and structured observation scales, certain criteria to select participants, analytical and conceptual frames, and sort of analysis techniques. This would help to minimize unnecessary researcher's intellectual and emotional interferences. Lastly, the thesis was submitted to the Turnitin Originality Report System to ensure that it

exceeded the international benchmark in terms of originality and to ensure that plagiarism was avoided (*cf.* Appendix B).

4.9.4 Dependability

Guba and Lincoln (1985:88) use the concept of dependability to claimed to parallel the idea of reliability in quantitative research. Dependability occurs when the researcher reports in detail on the processes of the research, affording a future researcher the opportunity to repeat the work. This type of detailed report allows the reader to gain a thorough knowledge of the effectiveness of the methods used and of the findings described. Reliability means that if the research were to be conducted again, then similar results would be produced. Reliability relates to validity just as dependability relates to credibility in that research could be seen as dependable (or reliable in quantitative terms) but produce unreliable credible (or valid) results. It is clear that if the research does produce credible results, then it is more likely that the research is dependable (or reliable).

The researcher ensured dependability of the findings of the qualitative phase of data collection by describing in-detail the research methods used for conducting the study (Tobin & Begley, 2004:390). The research design and its implementation were thoroughly checked to account for the research process by providing detailed information on how the fieldwork was carried out and the ethical considerations adhered to as part of the fieldwork. The researcher also conducted checks to ensure the effectiveness of the methods used in studying the implementation of reflective practice in teacher education programme and their related challenges (Glenn, 2009:27). Description of the sample selection and the data collection processes, the semi-structured interviews together with the analysis of documents and inside the classroom and outside the classroom observation data serve as a major platform to ensure the dependability of the study. Apart from this, the researcher participants who were actively enrolled in the process of educating reflective ELT trainee teachers in the PGDT program.

4.9.5 Transferability

Transferability is equivalent to external validity, that is, the extent to which findings can be generalised. In qualitative research it is the duty of the reader to determine the degree of similarity between the study site and the receiving context. It is therefore the task of the researcher to provide enough detail to enable the reader to make this judgment. The researcher should give a full description of the time, context, place, and participant's culture (Creswell, 2012:109). In this regard, the researcher provided a detailed description of the enquiry and

purposively selected participants. Tashakkori and Teddlie (2010:88) argue that transferability is considered a major challenge in qualitative research due to the researcher's subjectivity as a key instrument, and poses a threat to valid inferences in its traditional thinking about research data.

To ensure transferability, qualitative researchers need to focus on two strategies. The first is through thick description the research context, rich and extensive set of details concerning methodology and context, should be included in the research report" (Teddlie & Yu, 2007:78). That means the researcher should provide a complete and purposeful account of the context, participants, and research design so that the reader can make their own decisions about transferability (Lincoln & Guba, 1985:98). The second strategy involves purposeful sampling, where participants are selected because they best represent the research design, limitations and delimitations (Lincoln & Guba, 1985:99). Purposive sampling is the technique mainly used in naturalistic inquiry studies, and is defined "as selecting units (e.g. individuals, groups of individuals, or institutions) based on specific purposes associated with answering a research questions".

To achieve a high degree of transferability in this study, the researcher provided a detailed description of the context in which the study was undertaken. Therefore, it was imperative to document and justify the methodological approach, and then describe in detail the critical processes and procedures that helped construct, shape, connect and relate the meanings associated with the phenomena being investigated (Cohen, Manion, & Morrison, 2007:106). Therefore, the researcher described, the institution where the study was conducted, the schools that collaborated with the university, the name of the teacher education programme, the actors who were actively involved in the programme and the documents analysed.

4.9.6 Validity

Validity of a qualitative research is the most important aspect. Bryman (2012:89) indicates that in qualitative research validity has to do with description and explanation, and whether or not the given clarification fits a given description. According to Bryman (2012:109) it refers to the integrity of the conclusions that are generated from the study. McMillan and Schumacher (2011:210) regard validity as explanations about observed phenomena estimated to what reality or trust is and the extent to which the discussions are accurate. Validity in qualitative research is the interactive between the researcher, the researched, and the collected data that aimed at attaining a relatively greater degree of accuracy and consensus by means of revisiting facts, feelings, experiences, and values or beliefs collected and interpreted.

Validity is bridges between a concept and the evidence because assurance can be placed in analysis of data as accurately representing the studied (Neuman 2009:88). Most qualitative researchers focus on ways to gain an inside view and provide a detailed account of how those studied feel about and perceive events. Validity in qualitative study is an emancipator process towards social changes that are to be achieved by the research (McMillan and Schumacher (2011:212). The researcher in this study, therefore, carefully listened, to the participants, carefully transcribed read and reread the transcribed data and presented their views, experiences and opinion about reflective practice and its effectiveness in the PGDT programme.

4.10 ETHICAL CONSIDERATIONS

Ethics refers to the issues related to what is morally proper and improper with regard to the research participants. Research that involves human beings needs permission from the university to conduct the research and thereafter participants' consent. The researcher applied to UNISA for permission to conduct the research and was given ethical clearance prior to the start of data collection. In addition, letters of permission from Hawassa University, College of Education, School of Teacher Education and Training and the selected secondary schools were obtained before collecting the research data (*cf.* Appendices D and E).

Bogdan and Biklen (1992:77) advised that the aims and contents of the study and who will have access to the results should be explained to the participants. Therefore, after explaining the aim of the study to the participants, the researcher provided the participants with an information sheet. Participants were asked to read the information and decide on their participation in the research. Confidentiality and anonymity was discussed with the participants and if they agreed to take part in the research, they signed the consent form of cooperation for the data collection process.

In addition to the voluntarism, Cohen *et al.,* (2007: 51) refer to elements such as capability, full information and comprehension to check as part of an informed consent. It is the researcher's responsibility to involve the most appropriate group of participants in the study before they sign the consent form. As stated above, the participants in this study were trainee teachers, with a first degree in English and enrolled for PGDT programme, the university teacher educators and schools academic vice-principals. The researcher assumed that these participants understood English as a medium of oral and written communication. They were also familiar with the situation and what the researcher asked of them.

The researcher understood that the responsibilities to adhere to all ethical issues were hers. Thus, regarding the privacy of information, she guaranteed that the information the participants gave was kept confidential and their private personal information was not publicised without their consent.

4.11 CONCLUSION

This qualitative research followed a research philosophy called constructivism that guided the approached and the research design. The research philosophy helped to clearly define data analysis strategies chosen by the researcher and explained with justification.

The main objective of this study was to explore the implementation of reflective practice for the development of ELT trainees in the Post Graduate Diploma Programme for Teachers at Hawassa University. Thus, the research design and the chosen approach that helped to gather reliable data that clearly indicated the practice and experience of the participants in the actual context of implementation. The data analysis procedures also gave valid interpretation of the information that led to dependable conclusions.

Ethical considerations and trustworthiness of data are very important issues in qualitative case study. Therefore the researcher clearly explained the procedures and strategies implemented to address the issue of accuracy and credibility of the data and the results of the study.

Chapter 5 presents the data obtained via semi-structured interviews, observations and document analysis. Thereafter, it discusses and interprets the obtained data under themes and sub-themes. It shows the correspondence between the research questions and the themes and sub-themes that emerged from the data presented in three sections: interview data analysis, document analysis and observation data analysis.

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

5.1   INTRODUCTION

This chapter presents background of the participants, data collected under themes and subthemes. Data is obtained from three qualitative data collection tools, namely interviews, observations and documents analysis. The researcher interviewed three teacher educators who are teaching courses and supervising ELT trainee teachers in the PGDT programme. Five ELT trainee teachers on school-based practicum in two secondary schools in Hawassa city were also interviewed. One supervisor and three trainee teachers were from School 'A' and one supervisor and two trainee teachers were from School 'B'. Likewise, the academic vice principals of each school were selected for interview. Therefore, a total number of ten people were interviewed.

The main research question for this study is: *How effectively do the practitioners implement reflective practice in the Post Graduate Diploma in Teaching (PGDT) programme for ELT trainee teachers at Hawassa University?*

The following specific research questions are formulated with the purpose of answering the main research question:

1. What constitutes the course *Teachers as Reflective Practitioners* and the aligned courses in the PDGT programme?
2. How do the trainee teachers practise the skill of reflection in the PGDT programme?
3. How do the teacher educators and trainee teachers work with the academic vice-principals of secondary school to implement reflective practice?
4. What roles do teacher educators, trainee teachers and school principals play in ensuring that reflective practice is being implemented successfully?
5. How do the challenges affect the implementation of reflective practice?
6. What strategies can be formulated to strengthen reflective practice to empower ELT trainee teachers?

5.2 BIOGRAPHICAL DATA

5.2.1 Teacher Educators' Profiles

Some of the respondents were teacher educators and their biographical data is displayed in the table below.

Table 5.1: Teacher educator information

School	Teacher Educators	Sex	Age	Years of Experienc
School A	TE1	M	40-45	More than 10 years
	TE2	M	40-45	More than 10 years
School B	TE3	F	30-35	More than 10 years

Table 5.1 presents information about the teacher educators who were interviewed for this study. The data shows that teacher educators interviewed have more than ten years of experience. Two of them were male and one was female.

5.2.2 ELT Trainee Teachers' Profiles

Five ELT trainee teachers were selected purposively, based on their continuous attendance at the teaching practice and willingness to participate in the study. Their biographical data is given in the table below.

Table 5.2: Trainee teachers' biographical information

School	Trainee Teachers (pseudonyms)	Sex	Age
School A	Ziyad	M	20-25
	Kiya	F	20-25
	Cheru	M	26-30
School B	Tena	M	20-25
	Fana	F	20-25

Table 5.2 displays information about ELT trainee teachers. Three of them were from School A and two of them were from School B. All trainee teachers were between the ages of 20-25 years, but Cheru was an older student in the age bracket of 26-30 years.

5.3 QUALITATIVE DATA ANALYSIS: INTERVIEWS

The data obtained from interviews is presented after reviewing different writers' opinions in the area of qualitative data analysis. The first step was transcribing the interview data and listening to the recorded interview repeatedly. The second step was coding the data after reading and rereading the transcripts. This is called initial coding. The third step was categorising the coded data into categories or themes. Then, the fourth step was deriving sub themes by looking for alignment of the coded data. The fifth step was to check if the derived themes and sub-themes answered the research questions (Creswell, 2012:89). Accordingly, the following table allocates the themes and sub-themes derived from semi-structured interview data that address the research questions.

Table 5.3: Themes and sub-themes emerging from the interview data

	Research Questions	Themes	Sub-Themes
1	What constitutes the course *Teachers as Reflective Practitioners* and the aligned courses in the PDGT programme?	1. Perceptions of reflective practice in the programme	1.1 Perceptions of teacher educators 1.2 Perceptions of the trainee teachers 1.3 Content and objective of the *Teacher as a Reflective Practitioner* course 1.4 Linking the practice in the other courses
2	How do the trainee teachers practise the skill of reflection in the PGDT programme?	2. Practice of reflection skills in the PGDT programme	2.1 Practical involvement of the teacher educators 2.2 Practical involvement of the trainee teachers 2.2 Practicum experience 2.4 Tools and Skills 2.5 Collaborative teaching and learning
3	How do the teacher educators and trainee teachers work with academic vice-principals to implement reflective practice?	3. Collaboration	3.1 Nature of collaboration 3.3 Collaboration between stakeholders
4	What roles do teacher educators, trainee teachers and academic vice-principals play in ensuring that reflective practice is being implemented successfully?	4. Roles and responsibilities	4.1 Teacher educators' role 4.2 Trainee teachers' role 4.3 Academic vice-rincipals' role
5	How do the challenges affect the implementation of reflective practice?	5. Challenges	5.1.1 Challenges related to teacher educators 5.1.2 Challenges related to the trainee teachers 5.1.3 Challenges related to the management
6	What strategies can be formulated to strengthen reflective practice to empower ELT trainee teachers?	6. Strategies to empower the trainee teachers	6.1 Strategies suggested by the teacher educators 6.2 Strategies suggested by the trainee teachers

5.3.1 Theme I: Perceptions about reflective practice

In the PGDT programme, reflective practice has been designed to be the centre of the practice with the aim of training reflective trainee teachers. Therefore, in addition to promoting a reflective teaching and learning approach in the programme, there is a separate course, *Teachers as Reflective Practitioners,* designed to support the implementation of reflective practice integrated with other courses. In order to address research question 1, teacher educators and trainee teachers were asked: *What constitutes the course Teachers as Reflective Practitioners and the aligned courses in the PDGT programme?*

The following table, Table 5.4 displays a selection of responses by teacher educators and trainee teachers regarding their perceptions and the content of the courses.

Table 5.4: TEs and TTs perceptions of reflective practice

Sub-theme	Extracts from the interview
Teacher educators' perception of reflective practice	TE1: Reflective practice is a training approach in the teacher education programmes. It provides steps to move forth and back linking the theory and the practice exploring for solutions
	TE2: Reflective practice is a tool for both the teacher educators and trainee teachers to link their experience, theory and practice; it is an engaging learning tool.
	TE3: Reflection is a strategy to link three things, personal experience, theory, and actual context. Reflective teaching and learning gives value for trainees; they have something to contribute. It allows them to be critical about what to do and why; it makes them conscious and critical about what they think, know and practice.
Trainee teachers' perceptions of reflective practice	Tena: Though we didn't finish the course *Teachers as Reflective Practitioners* before teaching practice, we learned how we improve from our experience. It is the practice that helps us to learn from our experience.
	Fana: Reflective practice helps us to analyse how we were taught in the theory course, how much we know as a teacher and how much we are able to explain.
	Kiya: Reflective practice is a means to visualise the variety of learners we have and what the actual classroom like. Our teacher told us how we should facilitate for students to learn from each other.
	Ziyad: Reflective practice helps us realise more experience means more we become confident and improve our teaching.
	Cheru: We took the course *Teachers as Reflective Practitioners* for few days, but it gave us idea to check areas of our teaching before while and after class.
Content of the course	Tena: We didn't finish the course when we went out for teaching practice but our instructor focused on what we would face in the classroom to be prepared for that.
	Fana: We had only a few days in the classroom for this course. I didn't have the outline. I

Sub-theme	Extracts from the interview
	remember example the instructor gave us how we learn from experience.
	Ziyad: The first unit was about definition of reflection, reflective practice, reflective teaching, reflection in teaching and learning and similar terms.
	Kiya: The course is about theories of reflection in teaching and experience in implementing it in teaching. We finished the course quickly; I cannot say more.
	Cheru: Though we had a few days in class, I remember it was about reflective practice in teacher education and the value of learning from experience. Unit one defined reflective practice and the others were about reflective practice in teaching
	TE1: It is summary of theoretical concepts of reflective practice in teaching. It is a redundant presentation of the definition of the terms in three units and the fourth unit is about action research; not clear why only action research is included.
	TE3: The course is more on theories of reflective practice and definitions. Actually there are some samples cases; the practice section is insignificant. Unless the instructor supplement the content doesn't guide the practice.
Links with other courses	Tena: Yes, during practicum I learned the university courses for the degree programme were not enough to be English teachers; teaching needs more than knowledge.
	Fana: PGDT courses were more important than the degree courses for the degree programme. I didn't have enough subject knowledge as an English teacher. Practicum proved how methodology and psychology knowledge was very important. But, we didn't have much time to reflect on every course we took.
	Ziyad: I didn't take things serious for courses at the university. During practicum I knew experience is better that leaning the theory. Things were practically true here. We were not critical to reflect on the content knowledge and the context.
	Kiya: The courses we took for PGDT programme were very practical, but we took most of the courses mainly in a form of rote memorization, even the presentations were simply memorized until we went out for teaching practice.
	Cheru: The practicum course made me realize PGDT courses were very important during teaching practice though we didn't have time to reflect on the content.
	TE1: Reflective practice doesn't mean anything by its own if it doesn't have space for subject knowledge, theories, experience and practice; the course material doesn't show any link and show space for practice.
	TE2: I can't speak about the course *Teachers as reflective practitioners*. *English Subject Area Teaching Methodology* focused more on theories of ELT than practice; there is no chapter that creates space for practicing reflection skills.
	TE3: The course material is not organised aiming to make links with the content of the other courses. It is good to have organised module but it is more on theory; it doesn't address the teaching and learning context in Ethiopia.

5.3.1.1 Teacher educators' perceptions of reflective practice

Teacher educators were interviewed about how they regarded reflective practice and its role in the Post Graduate Diploma in Teaching (PGDT) programme. TE1, TE2 and TE3 defined reflective practice as an understanding of one's own teaching in such a way that his/her students are able to use the skill or knowledge of reflection in different practical and real-life contexts to critically think about their practice in order to become competent professionals.

The data reveals that teacher educators understand what reflective practice constitutes in principle and indicate its value in the teacher education programme. Teacher educator TE2 contended: *Reflective practice is a strategy for both teacher educators and the trainee teachers to link their experience, the theory and their practice in teaching and learning; it is a very actively engaging learning appliance.* TE2 continued this by saying: *If a trainee teacher understands how and what he/she is going to do in school teaching from the theory or the discussions in the classroom, I say that he/she has understood what the course was all about.* Being a reflective practitioner is being part of the solution, exploring and understanding, responsible for and improving, thinking and performance in teaching as a professional. Reflective practice encourages trainee teachers to be capacitated in his/her real-life practice. Reflective teaching adds value to trainee teachers' practice by making them critical and conscious practitioners in whatever they are doing (TE3).

Therefore, teacher educators perceive reflective practice as a tool for bringing things together from different dimensions (learning experience, personal life experience, colleagues, experience), applying the theory to practice rather than taking the theory at face value (TE1). It is a means of understanding something, thus enhancing its usability and applicability in real-life and in the actual teaching and learning, thinking and processing to improve for the future (TE2; TE3). TE3 added that reflective practice is a matter of thoroughly thinking through things, moving back and forth and processing one's experiences such as the lessons discussed in the class. Hence, in order to develop reflective practices, teacher educators should create activities that require trainee teachers to thinking critically and practice via experiencing practical challenges (TE1; TE2; TE3). So, if teacher educators understand the value of reflective practice in enhancing their teaching and learning practice, teachers, educators are likely to encourage the trainee teachers to acquire and develop the skills of reflection.

However, teacher educators' perception of reflective practice is not enough for the realisation of reflective practice in the teacher education programme; teacher educators should be engaged in

actually practices and facilitate similar reflective practice activities for trainee teachers. Finally, even if teacher educators have a positive perception of reflective practice, their teaching practice is traditional and the result still will not achieve the expected outcome.

5.3.1.2 Trainee teacher' perceptions of reflective practice

The trainee teachers were asked about their understanding of the concept reflective practice. The responses indicated that some trainee teachers understood to some extent what reflective practice means and how it helps them to improve their teaching practice by linking the theory with practice and personal experience. Fana said: *It is a tool or a means to evaluate ourselves as a teacher from different dimensions.* Though she was not able to explain what she meant by 'tool' or 'means to evaluate', she considered it as an important tool used to evaluate the act of teaching. Cheru said that as a teacher: *I should check myself before I teach, while I am teaching and after the class*. He realised that these three stages are important for a teacher to reflect through the process of teaching, taking note of challenges and how to make improvements for the next time. He also mentioned that he would work with other colleagues if there were things that challenged or concerned him. Ziyad seemed to have a good idea of reflection: *Reflective practice is a practice that helps us realise that more experience means more we become confident and improve our teaching*.

However, if one looks deeper to see if trainee teachers understood the basic principles of reflective practice, it seems that some only have a very superficial or poor understanding. For example trainee teacher Tena said: *Reflective practice is a natural phenomenon. We don't need to practice it as a requirement for the teaching profession,* which is a concern as trainee teachers had completed the course and during school-based practicum, were to implement the practice of reflective teaching.

From this explanation, some trainee teachers seem somewhat familiar with the concept of reflective practice. In their attempt to define reflective practices, they mentioned some of the basic aspects in practising reflective teaching such as a tool to evaluate teaching, process of evaluating and improving from experience, more experience means more learning, transparent teaching and learning, and a variety of teaching abilities.

5.3.1.3 Content of the course Teacher as a Reflective Practitioner

This section discusses the content of the course *Teachers as Reflective Practitioner*s, aimed to provide the theories of reflective teaching and learning in the PGDT programme, as perceived by the teacher educators and trainee teachers. Before the interviews with the trainee teachers, the researcher assumed that the trainee teachers had completed the course as indicated in the training framework. However, all the interviewed trainee teachers reported that they went on school-based practicum prior to finishing the course. They had only a few days in class to study the content of the course. Four of the trainee teachers interviewed for this study, could not remember the content of the course. What they remember is what the instructor told them and the concept of what it means to some extent. They took the course outline but they seem to remember none of the details; they replied in a general sense that the course was about reflective practice and teaching. Only Cheru talked about the content of the chapters. This shows that the course was not taught to these trainee teachers with an appropriate level of emphasis and time. Nevertheless, it was important that all of the interviewees mentioned that reflective practice means learning from experience.

Similarly, teacher educators were also asked about the content of the course *Teachers as Reflective Practitioners.* Although TE2 was from the Department of the English Language and Literature and taught the English Subject Area Teaching courses, he understood the concept of reflective teaching and the objectives of the course *Teachers as Reflective Practitioners* for these trainee teachers. However, he was not sure about the content of the course as this particular course was not included in former programmes when he took professional courses. He said: *I haven't taken such a course during my study. However, I took short term trainings that also introduced reflective practices.* He further explained what reflective practice should be and its place in teacher education programme as part and parcel of the courses he offers for ELT trainee teachers. He remarked that reflective practice is a key tool in helping trainee teachers link the theory with the practice and their experience with some strategies. But, he added: *I cannot be sure about what content these trainee teachers were being taught in the course. I don't see my supervisees doing any organized reflection.* On the other hand, teacher educators TE1 and TE3 do teach the course in the PGDT programme. TE1 and TE3 explained that the content of the course focused more on definition of terms and theoretical background of reflective practice in teacher education. The data from document analysis (*cf*. 5.4.1) also reveals that the course *Teachers as Reflective Practitioners* does not include activities that guide both the teacher educators and trainee teachers to implement the theories into practice. Therefore, the

content of the course material which stated: *The course gives trainee teachers the opportunity to examine educational theories behind the application of reflective thinking in teaching and exercise it during the training time*, was in doubt as theories and principles of reflective practice were not effectively integrated with the practice (*cf*. 5.3.4, 5.3.7.1) even though assessment techniques suggested in the course outline, initiate critical reflection (*cf*. 5.4.1).

5.3.1.4 Linking theories of reflective practice with other courses

Teacher educators and trainee teachers were asked about whether application of the theories of reflective practice, discussed in the course *Teachers as Reflective Practitioners,* was encouraged or referred to in other courses. In this regard, four courses, *Teachers as reflective practitioners, English Subject Area Teaching Methodology, Practicum* and *Action Research*, were meant to facilitate the professional practice of reflection. The researcher wanted to find out if courses offer trainee teachers opportunities to link theories of reflective practice with content knowledge, theories of teaching and learning, the context and the practice in Ethiopian secondary schools.

Teacher educators believed that reflective practice on its own holds little value but should be linked to subject content knowledge, teaching and learning theories, experience and practice into the professional training (TE1; TE 3). Time and space should be given within the content of the courses to assist trainee teachers in linking their experience, the theories, and the actual teaching and learning practice. TE1 commented that unless the course instructors use the courses as vehicles to facilitate the practice of reflection on the content of the courses and during the school-based practicum, the programme is not developing reflective teachers. For example, he argued that the fourth chapter in the course *Teachers as Reflective Practitioners* was about Action Research, but the content did not create any opportunity for practical application of action research project as a reflection tool. The content only introduced the theoretical links between action research and reflective practice in teaching and learning. TE1 and TE3 both felt that it should not be only action research; there should be opportunities to practise strategies of reflective teaching within the learning activities linking the contents of other courses.

It seems that course material did not link with the content of the other courses. TE3 commented that … *it was good to have organized module for teaching the course Teachers as Reflective Practitioners, but it was more on theory; it didn't address the teaching and learning context in Ethiopia and didn't have space for reflecting on the contents of the other courses.* Teaching practice, as previously discussed, is influenced by individuals, the trainee teachers, teacher

educators' background and the context in which the practice takes place, so it is important to create opportunities for reflection. If teacher educators are interested, have experience and a good understanding of reflective teaching, they *can be model reflective teacher educators in the way we handle the course. Others can do nothing but reading the material* (TE3). Teacher educator TE2 raised a concern about the course in that if trainee teachers were given practical examples, reflective practice would not be difficult to put into practice. If they do not understand it well in practice, they do not practise it. Therefore, there needs to be emphasis on teaching them how to put the theory into practice integrating the theories with the practice … *the course English Subject Area Teaching Methodology focused more on theories of ELT than practice* (TE2). TE2 felt that the course needed a practical chapter which gave trainee teachers the opportunity to practise the skill of reflection. It seems that trainee teachers went out for school-based practicum before completion of the second part of the course, which was completed after teaching practice in the very short time left before the examination, leaving little or no time for practical reflection. Both teacher educators and trainee teachers talked about time constraints and poor management of the ten months schedule; this has also affected completion of the courses in due time (*cf.5.1*). Again, contrary to Teacher educator TE 2's view, the data from the document analysis showed that the course did allow for reflective teaching and learning throughout the chapters though there was still a gap in the activities referring to the actual teaching and learning contexts in Ethiopian schools (*cf*. 5.4.2).

Trainee teachers felt that the teaching learning tradition at the university was not practice oriented (Cheru; Ziyad). *Most of the things during the university courses were based on rote memorization, even the presentations* (Kiya). Trainee teacher Ziyad reported that the courses were completed within very short periods of time and did not include tasks that link reflection and content knowledge; however, some instructors presented sample cases linking with their own experiences which were helpful.

Trainee teachers recognised that school-based practicum helped them to link theories learned in the course to the actual teaching and learning practice. However, the courses at the university presented theories leaving little time for reflection on the content knowledge, the teaching experience and the school context. Trainee teachers mentioned that their practicum experience helped to identify gaps in knowledge and skill. They felt that with reflection, they would have had an opportunity to substantiate their gaps and improve their practice. Trainee teacher respondents Tena, Fana and Cheru claimed that time was the biggest constraint hindering their teaching practice during practicum. Teacher educators confirmed that the schedule to implement

reflective practice during practicum was tight. Teacher educators also suggested that the teaching and learning approach was still traditional, more focused on theories and paper examinations than alternative approaches (TE1 & TE3).

5.3.2 Theme II: The Practice of Reflection

This theme discusses the practical involvement of teacher educators and trainee teachers in the implementation of reflective practice in the PGDT programme as a whole. The section answers the research question 2: *How do the trainee teachers practise the skill of reflection in the PGDT programme?*

The following table, Table 5.5 displays a selection of responses from teacher educators and trainee teachers about their practice in implementing reflective teaching and learning.

Table 5.5: The practice of implementing reflective teaching and learning

Sub-Themes	Extracts From The Interview
Teacher educators' practical involvement	TE1: Teacher educators have different background and perception; therefore, I don't think they teach the course in the way it is framed. The education system itself is still old; it doesn't allow us to be open for reflective practice; it is exam oriented so I would rather teach the theory in the material and prepare my students for exam.
	TE 2: I can say nothing is done in practical terms except the trainee teachers are taking the course *Teachers as Reflective Practitioners*; the rest is left for individual teachers.
	TE 3: Due to the education modality we follow; we still focus more on content knowledge not on the practice and the skills of the trainee. I use question and answer in the classroom to invite them reflect on theories from their perspectives. Bring stories and ask them to reflect on it from experience.
Trainee teachers' practical involvement	Tena: Reflection is natural; no need to record it. Sometimes, I get feedback from the students, though they don't take my class for real to give me genuine feedback. I had a reflection session with my supervisor; we didn't do it as a requirement.
	Fana: I don't record things; I reflect with my friends if I come across something new or challenging. Reflection is important when we faced challenges.
	Ziyad: I like talking to friends. We don't have regular schedule for peer reflection; I feel confident when I hear similar stories. I talk about students' behaviour and learn from others how they manage it. We share lesson plans and learn from each other.
	Kiya: I make self-evaluation how my class went and try not to repeat the errors. It is natural to make mistakes but I have to improve; students sometimes tell me what to do. I wanted to video record my lesson and reflect on my teaching; no one dared to support me. My supervisor also mentioned recording my lesson.
	Cheru: We were not asked to make any reflection, but when something happens in my class while teaching, which I don't understand I ask my students to tell me. I try to be open with my students

Sub-Themes	Extracts From The Interview
School-based Practicum experience	Tena: The observation day helped me to be prepared for the teaching practice; It was encouraging to see that the classroom teacher was also been challenged by the students. If time hadn't been so short I would have learned more.
	Fana: The teaching practice was interesting. It helped me to identify my gaps. I also learned that the university courses we took for the degree programme were not enough to be a teacher." But, the time was very short.
	Ziyad: Practicum showed me what teaching means and how the PGDT courses were relevant. He further discussed that the courses they took for the degree programme were not enough to be an English teacher. Subject area knowledge was the biggest challenges.
	Kiya: It needs a lot of patience; students are very difficult, so it is important to know their interest and prepare accordingly. I learned that it is very demanding but interesting. Everything was. I wish we had a bit longer time.
	Cheru: In Subject Area Teaching, I know reading is silent but on the observation I saw him telling the students to read aloud and told me to do it in the same way. It was not convincing; he told me to give note on the topic of the reading. Teaching is demanding and here in a city. PGDT courses were important; my teaching will be different.
Tools and skills	Tena: I never used any of the reflection tools. I didn't associate portfolio assignment with reflection. But… the subject area course instructor told us to write a portfolio and we submitted it when we finished the course. I was not sure about its content but I followed the questions in the practicum module.
	Fana: We were not given any guideline or required to give any written reflection. Portfolio is for subject area teaching course, it was given when we completed the course.
	Ziyad: The department gave us an evaluation checklist and that guided us to evaluate our teaching and to be prepared for the day the supervisor comes. Reflection is natural so I reflect on my teaching every night and plan the next lesson correcting errors.
	Kiya: My supervisor also asked me if I have a recorded data, but we were not told to do so. We were given the evaluation checklist when we went out for practicum that helped us to prepare for the day of supervision.
	Cheru: I understand that portfolio should be used as a tool to reflect on my teaching and the content of English subject teaching method course. The instructor gave us instructions on what we included in the portfolio. The questions in practicum guidebook helped me to write the portfolio. The assignment was given orally and most of us forgot it until the instructor reminded us the date of submission.
Collaborative teaching and learning	Tena: I believe students usually do tasks in groups when they are given group works. So it is the teacher's responsibility to encourage them work in groups and learn from each other. But we don't teach in pairs or groups. Even for peer teaching assignment we prepared the lesson in groups, but only one got the chance to teach.
	Fana: Collaborative learning was very common at the university. We also do that with our students; we form mixed ability group and make them help each other. But, we never tried collaborative teaching. I believe teaching is an individual role.

Sub-Themes	Extracts From The Interview
	Ziyad: We were given tasks in groups and we do them in collaboration at the university. And I like team work, but there was no team teaching.
	Kiya Collaborative learning was very helpful at the university. Our instructors showed us to give tasks for collaborative learning. Team teaching was not common.
	Cheru: Collaborative learning was common when we were given assignments. Trainees don't use that chance to learn from each other; only a few learn from their friends. There was micro-teaching in groups but I was the one who taught the lesson. I did use group assignments with my students. I was taught how to do group works. Collaborative teaching? No we didn't

5.3.2.1 The teacher educators' practical involvement in implementing reflection

The PGDT syllabus is comparable with the one that has been used for a number of years although the course *Teachers as Reflective Practitioners* has been added and some of the courses from the old curriculum have been merged. Teacher educator responses implied that there are individual differences about practising reflection based on their beliefs, training background, experience and availability of resources. Teacher educators felt encouraged to relate different experiences but most focused on what was in the course materials. TE3 (*cf*.5.3.1.4) claimed that it was up to individual teachers to make the material practical and integrated. She said: *Some of us allow trainee teachers to reflect on the theory and the practice, but others may only read the course material.* She was concerned that there was no standard guideline on how the course should be offered. In a similar view she talked about the limitations of the course material to offer enough theoretical and practical guides for the teacher educators (*cf. 5.3.2*).

Teacher educators claimed that creating and developing a relationship between reflection and the teaching experience is highly influenced by the trainee teachers' motivation. It takes much effort to motivate trainee teachers to see beyond the content of a course. For example, TE3 used an African story in her lesson. Though the trainee teachers found the story very interesting and expressive, they were not motivated to relate that to their real life experience or create similar stories (TE3). Teacher educators TE1 and TE3 used the school-based practicum as the opportunity for trainee teachers to reflect on the theories taught during course work, which could be applied in the classroom and practice accordingly. TE1 tries to make his students better practitioners via raising questions that prompt application and critical reflection. He explained that he invites the trainee teachers to talk about their teaching experience and then to relate the

experience to the theories learned during the course. He asked trainee teachers to compare their ideas and experiences of teaching to statements from the materials. Teacher educators admitted that they were not really motivated to work hard on the practical application of reflective practice (TE1, TE2 &TE3). Rather, TE1 said: *Courses are covered with intensive theoretical discussions as we are preparing the trainee teachers to pass the paper and pencil exam*. For example, there are several practical tasks and presentations as part of the evaluation in the course outline of the *Course Teachers as Reflective Practitioners*, but the final examination was given more status.

Teaching micro lessons, with constructive criticism as peer feedback, is usually done as preparation for school-based practicum. In the *Subject Area Teaching Methodology* course only very few trainee teachers were given the chance to micro-teach due to time constraints (TE2). Trainee teacher Cheru and Tena reported that only one trainee out of six trainee teachers in a group, was given the opportunity to present the micro-teaching lesson.

Teacher educator TE2 supervised ten trainee teachers. He reported that he did not ask the trainee teachers to compile portfolios during the school-based practicum; they compiled a portfolio after completion of the course *English Subject Area Teaching Methodology*. The portfolio assignment was a requirement for the practicum course (TE3), with assistance from the guidelines in the practicum course guidebook. The guiding questions focus on classroom observation (*cf*.5.4.5.2). If portfolios are completed during the school-based practicum, following the guidelines for reflection, this tool will reveal critical reflection of trainee teachers' teaching and learning experience.

Generally, it can be concluded that teacher educators' (TE1, TE2 & TE3) practical involvement in applying reflection to practice to some extent helped the trainee teachers with putting reflective teaching into practice. However, contrary to the objectives of the programme, teacher educators focused more on preparing the trainees for paper and pencil examination. The reflection tended to focus on oral questioning and answering with no written or recorded reflection data.

5.3.2.2 Trainee teachers' practical involvement in implementing reflection

Trainee teachers are the main actors in the process of practising reflective teaching and learning in the PGDT programme. As such, active involvement is a requirement to enhance the process of developing skills of reflective teaching and learning. Trainee teachers were asked if they were

practising reflective teaching and learning and then asked to describe the mechanisms used to reflect on the teaching and learning experience.

The school-based practicum is a course designed to change the practice of teaching and learning, allowing the trainee teachers the opportunity to implement several effective principles of teaching and learning. It is a supportive course promoting feedback provision and begins with a week of intensive school observation. When the trainee teachers were asked about their school observation experience they reported that they were only given a single day to observe, contrary to the curriculum framework. *I had only one day to see how the classroom teacher handles classes. My worry was about the students' behavior. If I hadn't seen the students behaving so badly during my observation, I would have thought their misbehavior is due to my poorness* (Tena). Behaviour of the students in class seems to be an issue with classroom management with the teacher not taking control over the class. *If I had started class before observation, it would have been very shocking. I didn't know that students would be that much disturbing. I learned that students become non-responsive when the teacher teaches everything in English* (Kiya). Cheru was concerned about the disconnection between theory and practice: *I saw things very contradicting. Theoretically, in subject area teaching methodology course, I learned that reading is silent but on the observation day I saw the teacher calling names and asking them to read part of the text aloud. I also learned on that day how teaching would be practically demanding as the students were very restless* (Cheru). Ziyad was concerned about class management as well noting how the teacher did not seem to take note of important issues: *I followed every step and took note in my heart. I saw that students don't bring books into the classroom but detach the cover page and put it on the desk. I saw how they were cheating the teacher. But I did not tell her* (Ziyad). Fana's observation was scheduled for the week when examinations were being written; however, this: *gave me the opportunity to learn their potentials and the weaknesses. It also helped me to identify the gaps they have in learning English* (Fana). It seems that the one-day observation gave trainee teachers a taste of teaching but further observation should have occurred, as scheduled in the curriculum. *If time hadn't been so short I would have learned more* (Tena).

Once involved in the teaching practice, trainee teachers declared that they were very interested in applying a new aspect such as reflection of their teaching. All trainee teachers, it seems, talked to their peers about the teaching, comparing and discussing their experiences. Tena and Fana, for example, confirmed that they enjoyed talking to friends and sharing experience as they came across something new. As they were waiting for classes, they shared their lesson plans and

talked about the behaviour of their students. Kiya explained that making mistake is natural but she tried to identify her mistakes as she thought about her lesson after class in an attempt to improve on the next lesson. She also thought of recording her lesson but did not have any assistance from her friends or other trainee teachers. As a result, trainee teachers could not discuss their lessons together as none had any recorded evidence. Teacher educator TE2 also considered technical and professional support to video record the trainee teachers' lesson as a technique to identify issues, challenges and problems in an attempt to help them learn from mistakes (*cf*.5.3.4.4).

Cheru explained that he tried to have an open discussion with his students and get feedback from them. Getting feedback from the students is not easy as this type of open discussion and feedback has not been acculturated by the classroom teachers, which makes it difficult for trainee teachers to bring it into the classroom and ensure that this technique works. In addition, Tena, Fana and Ziyad reported that the students did not take the classes with the trainee teachers seriously.

The trainee teachers claimed that reflection helped them link theory and practice and identify their gaps (*cf*.5.3.1.1). However, it seems that they were unable to explain what they practically did to reflect on their experience, the theory, the practice and in identifying the gaps for future improvement. When they were asked how they were actually practicing it, they admitted they had not been given a formal or structured mechanism to guide their practice of reflection.

However, Cheru talked about the contradiction between how the classroom teacher taught and the method of teaching English language skills he had been taught at the university. He was puzzled that the classroom teacher still used a traditional grammar teaching approach Kiya had similar concerns with students asking her to give them notes and focus more on grammar lessons. Although they tried to implement the new methods and approaches they had learned at the university, trainee teachers were confused, as neither the classroom teacher nor the students wanted to change the way of doing things. Cheru questioned who would help bridge this gap between the classroom teachers and the trainee teachers' approaches to teaching. In a way, this indicates an informal type of reflection which emerged during the interview sessions.

Even though respondents announced that it was good to find something different and new, it did not really seem achievable as they were not implementing reflective teaching and learning in an organised and planned manner, supported by their supervisors. Trainee teachers shared their concern that they did not receive feedback as much as they needed. For example, the classroom

teachers did not observe them while teaching, but they gave them instructions about how the lessons should be taught so that they would be covered as the classroom teacher required (Ziyad & Cheru). Cheru reported on this issue: *Till now I am not that much confident to associate the lessons with the courses I took and my experience, rather I just took what the classroom teacher said and then applied in different assignments.* These responses showed that trainee teachers were not confident enough to question the methods and approaches being used in the actual teaching and learning process in their schools. In addition, it seems that there was little mentoring, nor was there knowledge transfer or experience sharing between the trainee teacher and the classroom teachers.

Reflection tools such as the compilation of portfolios and an action research project were part of the assessment of the school-based practicum. However, it seems that trainee teacher were not informed that they needed to record their observations or collect data/evidences during the school-based practicum (Tena, Fana & Kiya), though they claimed that through discussions with each other they were making links between what they had learned theoretically and their experiences in order to improve. In addition, most trainee teachers indicated that they did not stay with the class through the various lessons during the timetabled day; they only went to the class for the sake of attendance. This indicates that in reality there was an unbalanced relationship between what trainee teachers were supposed to do and what they actually practised. This in turn might have had negative consequences on the development of reflective skills.

5.3.2.3 Practicum experience

Except for trainee teacher Cheru, the school-based practicum gave trainee teachers the opportunity to observe and teach in actual classrooms for the first time. To prepare, trainee teachers were to have had a week's observation, as per curriculum, but in reality they only had a single day to observe teachers in the classroom, so it was natural to be feel nervous and a little unsure when they entered the class for the first time.

Trainee teachers reported that the practicum … *was interesting,* but felt that the duration was short; when they started to become accustomed to being in the class and teaching, it was time to leave the school. Trainee teachers referred their practicum experience as the only practical experience where they truly learned things through being actively involved and thus gaining confidence in their abilities. Teaching practice was considered a very important practical experience where trainee teachers learned a lot about teaching, confirming the importance of

teaching and learning methodology courses. In the discussion, they verified that courses taken during the degree programme at the university were not sufficient to equip them as English teachers (Tena; Fana); they confirmed that the courses comprising the PGDT programme were really crucial for trainee teachers.

During the interviews, all trainee teachers responded with enthusiasm and smiles on their faces. Kiya admitted that: *Teaching needs a lot of patience,* but she smiled as she remembered how the students had behaved on her first day. The school-based practicum gave them the opportunity to understand what teaching means in the reality of the classroom. Zeyad said: *I didn't know that teaching was that much demanding and patience was very important to deal with the students' behavior.*

Cheru mentioned that he started teaching before he took the teacher education course but his teaching at the practicum was different as he tried to do things according to the courses he took at the PGDT programme. He also mentioned that there were things in the schools that contradicted what he had been taught. He observed differences in the way the classroom teacher teaches English and what he was taught at the university. Though he was not confident enough to react to the classroom teacher's ideas, he believed he was able to relate the theory with the reality in the schools. Therefore, he commented that teacher educators and supervisors' continued support would help the trainee teachers become more confident in applying things the way they had been trained. Supervisors would also create the bridge to transfer knowledge between trainee teachers and the school teachers.

5.3.2.4 Tools and skills

Various reflection tools encourage and guide the trainee teachers in practising reflective teaching and learning and thus acquiring and developing the skills of reflection. As specified in the curriculum, teacher educators are supposed to introduce the trainee teachers to a variety of reflection tools to be used and activities completed during the school-based practicum. These included a portfolio, an action research project as well as diary or journal writing, video recording, peer reflection and feedback, or other informal tools.

The teacher educators appreciated incorporation in the curriculum of the use of diary or journal writing, video recording, peer reflection, portfolio or other tools, in reflective teacher education practice, at least from a theoretical understanding. However, they admitted that they did not ensure that the trainee teachers were using the tools for reflection in a meaningful way. The

trainee teachers responded in a similar manner confirming that they had not been introduced to the reflection tools. Portfolios were mentioned as a requirement for the *Subject Area Teaching Methodology* course.

Trainee teachers each submitted a portfolio as a requirement for the course English *Subject Area Teaching Methodology,* but it was not planned as a tool to help the trainee teachers practice critical reflection. Trainee teachers had to develop a portfolio as a requirement to fulfilling the course, but it did not include any form of recording, neither audio or video, nor diary or journal writing, nor any form of notes taking during teaching practice. It seems that the portfolio was written from a common sense point of view (*cf.* 5.4.5). Action research was also meant to accelerate the progress of trainee teachers' critical reflection and problem solving skills. However, it was not done as a complete project with all its objectives, as outlined in the curriculum framework and course guidebook (*cf.* 3.6.7, 5.4.4). Trainee teachers submitted a proposal to fulfil the requirements.

Teacher educator TE3 used a guideline from the practicum module for her supervisees. The guideline required the completion of descriptive information but it did not ask for reflection on personal opinions or experience. Fana and Kiya acknowledged that they were given the evaluation checklist, which guided them in evaluating their teaching and preparing for the supervision. Cheru understood the practicum module has guiding reflection questions and the portfolio demands critical reflection based on recorded data, though they were not given enough support in order for them to compile the portfolio successfully. Ziyad mentioned that the supervisor gave them guiding questions to prepare a written report at the end of the practicum.

It seems that even though trainee teachers were given guidelines to prepare a written report, evaluate their lessons and/or develop a portfolio, they did not understand that these tools help develop reflection skills and practice reflective teaching and learning in a structured manner, as required in the curriculum framework. The data reveals that teacher educators appreciate the use of reflection tools to facilitate reflective teaching and learning but they did not attempt to use them. TE3 believes that she gave guiding questions and guidelines to help them become critical of their teaching, confirmed by Ziyad. TE3 asked the supervisees to reflect on their teaching orally during the supervisor/supervisee discussion/reflection sessions. She said: *I recorded their lesson and asked them a series of question to guide them see their lesson from different perspective and take that as a lesson for the future.* However, no written feedback was given; it was oral and not recorded.

Teacher educator (TE2) stated that he understood that he needed to have introduced a variety of reflection tools to the trainee teachers and facilitated tasks to help them practise the skills using the tools. During the supervisor/supervisee discussion sessions, TE2 asked trainee teachers to justify the way they did things while they were teaching. He arranged the discussion/reflection sessions immediately after each class so that his supervisees had fresh recollections of the lessons they had taught. In his experience, he found that trainee teachers became defensive on points raised rather than justifying why they did certain things in their lessons (*cf.* 5.5.5.1). For this reason, TE2 advised them to do two things independently. The first one was to have a group watch each other's lesson and get peer feedback. The second one was to use their smart phones to record their lesson and watch again and see things from the perspective of language teaching and learning. He explained: *My first reason was that the reflection session is for the sake of evaluation as the requirement for practicum course so their worry was more on the grading than getting feedback for future improve. My second reason was to make them learn by their own and from their friends' feedback*. TE2 reported that he did not give written feedback, although he had made notes for the purpose of discussion. Trainee teachers also reported that they never recorded their lessons nor did they observe each others' lessons. This shows that the reflection during the supervisor/supervisee discussion was also oral and less structured.

Teacher educator TE1 explained that trainee teachers were not motivated to use the various reflection tools. He also mentioned that time was a constraint in using the various reflection tools, even though it was part of the curriculum and expected during school-based practicum. He believed that trainee teachers can learn to reflect on their own teaching via questions and answers. He explained that he raised very critical questions in the classroom that helped them reflect on their experience, the theories and the teaching realities in the Ethiopian context. He did the same during practicum. He added: *From my experience I know that oral reflection works to inspire the trainee teachers to be critical about their experience*. Hence, using the tool of oral questioning and answering is the tool facilitates reflection. However, given that reflection was done orally and the level is questionable, it was difficult to assess whether trainee teachers had acquired and developed some skill in reflecting on their practice.

Teacher educators' perceptions about reflective teaching and learning gives the impression that educating reflective teacher educators is important; they did not seem to implement the PGDT curriculum fully into practice. Several reasons justifying this action were given, such as trainee teachers' lack of interest, poor motivation and other factors such as time shortage, lack of

orientation for encouraging the trainee teachers to use the various reflection tools (*cf*.5.3.7.1). On the contrary, from the researcher's observation, the teacher educators themselves were not motivated to make use of the reflection tools, mandated in the curriculum, and allow the trainee teachers the opportunity to reflect on their teaching practice and thus develop the skills of reflection.

5.3.2.5 Collaborative teaching and learning

Teacher educators and trainee teachers' responses showed that collaborative learning was an approach to learning used at the university, as tasks were given in small groups and trainee teachers were encouraged to study in teams. Group work is a common practice at the universities and schools, as explained by the respondents who seemed to understand that group work and collaborative learning mean the same. For example, trainee teacher Tena said: *Collaborative learning is a common strategy at the university. Though a few of the group members usually do the tasks, we still learn from each other.* Cheru reported a similar idea in that some trainee teachers use group assignments as an opportunity to learn from each other, but others fail to take that opportunity. In some cases, only a few members do the task, which means they were learning whereas those not taking part were not. A problem arises if only one of the group members completes the task, but the whole group is credited for the task. It is thus important for the teacher to assign tasks to each group member to complete so that all members take responsibility for the task and for the final product submitted for assessment. In collaborative learning, each member takes responsibility according to his/her ability. Members help each other and check that no one is left behind or not doing the assigned work.

From the discussion, trainee teachers reported that they were taught how to manage group assignments in the courses they took at the universities. Trainee teachers Fana and Cheru confirmed that they used group work as a teaching strategy during the teaching practice. They claimed that they tried to form mixed ability groups where students help each other. They explained that they used this strategy in the classroom and ensured that each student took part in the activities. In this regard, it seemed that they facilitated collaborative learning with classroom activities. Kiya added that teacher educators showed them models of group work for collaborative learning in the classroom.

However, collaborative teaching seemed a strange idea to the trainee teachers. The trainee teachers looked confused when the researcher talked about collaborative or team teaching. Even though the teacher educators understood the benefits of collaborative teaching and learning,

their responses about the implementation was the same as the trainee teachers. Teacher educators reported that they encourage collaborative learning and facilitate activities that enable the trainee teachers to work in teams. However, when it comes to collaborative teaching this was not facilitated.

The trainee teachers were confused about the idea of collaborative teaching having not taught a lesson collaboratively with their peers. Trainee teacher Cheru declared that he believed that teaching a lesson was an individual task. He said: *But we never tried collaborative teaching,* while Tena explained that: *We don't teach in pairs. Even for peer teaching assignment we prepared the lesson in groups of five, but only me who got the chance to teach.* Since classroom teachers did not assist trainee teachers, teacher educators could have facilitated collaborative teaching so that the trainee teachers would feel more confident working in collaboration. Collaborative teaching would have opened space for trainee teacher discussion and learning from each other and that would lead them to more critical reflection.

The above discussions in general showed that the teacher educators did not give attention to the strategies and reflection tools that would have helped trainee teachers practise reflective teaching and learning and develop their professional skills.

5.3.3 Theme III: Collaboration

In order to address research question 3, teacher educators and trainee teachers were asked: *How do the teacher educators and trainee teachers work with the school principals to implement reflective practice?*

5.3.3.1 Nature of collaboration

Teacher educators, in discussing collaboration in facilitating the teacher education programme, agreed that collaboration between stakeholders facilitates school-based practicum and assists them in helping trainee teachers put theory into practice through their teaching but also develop as reflective practitioners.

Teacher educators reported that they did not think there was a formal written agreement for school-based practicum, but there was general consensus that public schools are obliged to receive trainee teachers from the universities during practicum or any other reason when they are informed by the university officially. The College of Education or The School of Teacher Education and Training had formal written agreements indicating the objective of the training or

the programme, and the roles of the schools, the university, the supervisors, the trainee teachers. The nature of the collaboration between the stakeholders can positively or negatively affect the implementation of the programme.

Teacher educator TE3 assumed that there was collaboration between the parties and defined roles were assigned to every stakeholder. She believed that every party was indeed playing its role to ensure the smooth running of the programme, but she felt that support was poor and some technical problems needed to be addressed.

5.3.3.2 Collaboration between stakeholders

Collaboration is most needed in educating reflective ELT trainee teachers. Collaborative teaching and learning is one of the skills that reflective teachers should practise. Therefore, one area that teacher educators should include in the teacher education curriculum is the concept of collaboration among the teachers and learners and other stakeholders. With this in mind, this study investigated the collaboration between the stakeholders in educating reflective teacher trainee teachers in the PGDT programme and tasks given to trainee teachers to inculcate the idea of collaboration in their practice.

Table 5.6 depicts the nature of collaboration amongst the stakeholders as reported by teacher educators.

Table 5.6: Collaboration between the stakeholders

Sub-themes	Extracts from the interview
Collaboration between stakeholders	TE1: I can say there is no meaningful collaboration. The programme or the curriculum changes but the teacher educators and other stakeholders don't usually sit together and discuss things. Moreover, there is no honest reporting and the management get wrong information for whatever decision they would make."
	TE2: It is obvious that there is no structured collaboration and clear roles assigned to the stakeholders. Actually the school principals receive the trainee teachers and assign classes for them and do the routines such as distributing lesson plan formants and signing the lesson plan every week.
	TE3: Practically, speaking I can say there is collaboration and ever party is playing its role. MoE places the trainee teachers, the college of education admit the trainee teachers and offer the training and place them for school attachment; the schools facilitate for the practice teaching. However, technically speaking their collaboration is poor. For example the schools consider the trainee teachers as replacing teachers not as trainee teachers who are there to learn from the school community. Mentors consider the mentorship as additional load.

It seems that as school-based practicum is an accepted approach in teacher education, the universities and the schools followed same processes and procedures usually followed. It was felt that nothing had changed in the PGDT programme and, from the researcher's experience, there was no difference between the implementation of practicum during the former TESO programme and the new PGDT programme.

School principals mentioned that there was a letter sent to the schools attached with a list of trainee teachers from each department and they facilitated the schedule as a usual routine. However, the university and the schools did not define collaborative roles to be played in educating the trainee teachers (TE1; TE2; TE3). The practicum course guidebook clearly defined roles for the school principals and other stakeholders (*cf*. 5.3.4), but this was not shared or discussed with the university and the school (TE1; TE2). TE2 reported that many stakeholders did not understand the objective of school practicum and the newly introduced course, *Teachers as Reflective Practitioners.* Thus, the school principals and the management at the university were not informed about reflective teaching and learning as they focus on administrative issues. The school principals facilitate the placement of the trainee teachers to observe classes and then teach lesson replacing the classroom teachers.

5.3.4 Theme IV: Roles and Responsibilities

In the PGDT programme various stakeholders contribute to the successful implementation of the curriculum. The roles and responsibilities of these stakeholders in programme must be defined in the documents and understood by each stakeholder. As one element of the programme, the practicum course guidebook defined the role of the actors during the teaching practice and is depicted in Table 5.7

Table 5.7: Stakeholders' roles and responsibilities in the teaching practicum

TEs	TTs	Coordinators	SP	Mentors
Prepare the trainee teachers for actual school experience.	Become actively involved in lesson preparation working in small groups.	Organise the placement of the trainee teachers.	Organise and oversee the arrangement for the support of the trainee teachers.	Arrange dedicated time for review and discussion.
Monitor, evaluate and practically support the trainee teachers throughout the course.	Internalise constructive criticism and feedback to improve teaching.	Monitor the school experience on behalf of the university.	Liaising with the TEIs about the trainee teachers to be placed in the school.	Observe trainee teachers teaching and provide constructive feedback.
Assess trainee teachers'	Attend all actual school experience	Visit the trainee teachers at school	Ensure that the class teachers and	Negotiate priorities and

TEs	TTs	Coordinators	SP	Mentors
performance according to the agreement for each cycle	lessons and supervisory conferences.	and report their progress consulting the school teachers	the school teachers are informed about responsibilities and requirements	practices with the trainee teachers
Give oral and written feedback within a day of observation.	Attend peer reflection sessions organised by mentors.	Ensuring the final assessment document for each trainee is compiled.	Induct the trainee teachers into the school.	Assess, record and report the trainee teachers progress against specific criteria.
Organise supervisory conference with the trainee teachers and mentors.	Participate fully in school activities.	Organise meeting/ workshop to strength the link between schools and university.	Plan the weekly programme follow progress and handling challenges	Give practical details of the school rules and norms.
	Reflect on his/her experience.	Follow up the organisation of at least three supervisory conferences.	Organise seminars and conferences involving the trainee teachers.	Assist trainee teachers in planning and implementing extra-curricular activities.
	Act and behave responsibly during school experience in accordance with the school's rules and regulations.		Coordinate completion of the assessment document and ensure sending it to the University.	Discuss trainees' progress with Supervisors Answer Trainees' questions

In addition to what was given in the document, this section of the study addressed research question 4: *What roles do teacher educators, trainee teachers and school principals play in ensuring that reflective practice is being implemented successfully?*. While the researcher was preparing for interview, she found out that teacher educators, school principals and trainee teachers were the front players in ensuring that school-based practicum was aligned with the curriculum.

The researcher defined the role of the school teachers as mentors in the literature but during the school visit she learned that school teachers did not play any mentorship role. Therefore, the school teachers were excluded from the interviews. The table below shows the responses of teacher educators, trainee teacher and the school principals about their roles and responsibilities in educating reflective ELT trainee teachers.

Table 5.8: Roles and responsibilities of stakeholders

Sub-themes	Extracts from the Interview
Teacher educator's role	TE1: As a course instructor, I have to equip trainee with the knowledge and skills the profession demands, finish the course and prepare them for exam. As a supervisor, I have to observe the class at least once, but I know observation should go beyond that. I have to arrange for reflection and give them feedback and finally submit their grades
	TE2: As a course instructor, I have to finish the courses, both in theory and practice. I have to provide them with the knowledge and skills that prepare them for ELT. However due to the content of the courses and the education modality we are following, it is more theory than practice. University instructors were supposed to prepare course materials, but due to the modular curriculum we are using centrally prepared materials. As a supervisor I have to observe classes, evaluate trainee teachers and submit grades.
	TE3: As a teacher educator I have clearly defined roles to prepare these trainee teachers as reflective as possible; it is my responsibility to facilitate for experiential learning. This is done as much as possible the courses work. Supervision is extension of the theories and the practices we had in the classroom. So I have to check if the practice is done accordingly. I have to observe their teaching and give them feedback.
Trainee teacher's role	Tena: My roles as trainee were taking the courses and trying to practice accordingly. I learned ELT methods and strategies from the course English subject are teaching so I have to try to implement those strategies with my students during the teaching practice.
	Fana: It was my responsibility to attend classes and learn with full potential. A reflective teacher needs to consider her/ his experiences as a learning opportunity. Thus, during practicum it was my responsibility to observation lessons and the teaching accordingly.
	Ziyad: My roles were clear. I have to do whatever the instructor gave a trainee. During the teaching practice, I had to teach replacing the classroom teacher. Active involvement was important. So I had to learn things from my experience and others.
	Kiya: My role was to do tasks given. As a reflective practitioner I had to learn relating the theory with the practice and do the teaching accordingly. I understand it is my role to improve from my experience and from the comments given by my supervisor. Lesson plan preparation and teaching the lessons were my roles. Teacher's roles were not only teaching lessons; there were others but we were not given any other roles.
	Cheru: trainees' roles were easier than the instructors' roles though it was trainees' role to follow the instructions and do tasks accordingly. During the micro-teaching the instructor gave us instructions and we prepared and taught the lesson to classmates, but the instructor had to critically follow and comment on every presentation. We had teaching role at the teaching practice replacing the classroom teacher.
Academic vice school principal role	SP1: Anything related to practicum is my responsibility. I give trainee teachers lesson plan format, attendance sheet, dusters, textbook and whatever else available in our school; besides I check their lesson plan every Monday or Tuesday. I always stays around if the trainee

Sub-themes	Extracts from the Interview
	teachers need any help especially in relation to students' behaviour
	SP2: All academic issues related to the classroom teaching and learning, teachers' assignment, distribution of resources are my responsibilities.. Everything related to practicum is my responsibility. I also orient the classroom teachers to watch over the trainees but cannot push them stay in the school as a regular mentor

5.3.4.1. Teacher educator's role

The three of the teacher educators who participated for the interviews have been course instructors and supervisors. They are experienced teacher educators with more than fifteen years in the position (*cf.* 5.2.1), and as such, were able to clearly articulate their roles as course instructors and supervisors, knowing and understanding the processes and procedures of practicum. However, it seems that no form of oral or written orientations was done or given about their responsibility in the supervisory role during practicum. The discussion revealed that the coordinator assigned supervisors for each trainee and sent letters to the schools with a list of trainee teachers. Similarly, the supervisors were informed, through the coordinator, and given the list of the trainee teachers with the practicum schedule. Then the teacher educators would continue their supervisory role, according to the usual tradition.

Teacher educators understood their roles as course instructors and as supervisors; however, there was a difference between their explanation of their roles and what they were actually practising. Teacher educators offered reasons for following the defined roles specified in the curriculum framework. TE3 talked about facilitating practice-focused learning as much as possible. She said: *It is my responsibility to facilitate for experiential learning and this would be done as much as possible when I teach the courses.* On the contrary, she complained that the organisation of the course material restricted them, not allowing them to make the teaching and learning as practical as it is defined in the curriculum framework (*cf.*5.3.7). She claimed that the practicum was an opportunity to help the trainee teachers practise reflective teaching and learning. On the other hand, she confirmed that she had only a single classroom observation and feedback session. TE1 and TE2 also confirmed that their roles as teacher educators were to equip the teacher trainee teachers with the knowledge and the skills that the teaching profession demands in the actual teaching and learning context in Ethiopia. On the contrary, they admitted

that preparing the trainee teacher for paper and pencil final examinations took the major portion of their time. As a result, more time is given to theory and preparation for the traditional assessment than practice.

The three teacher educators also explained their roles as supervisors, as it is clearly stated in the practicum module. They confirmed that tasks are minimised in practice as restricted time is assigned for school observation and teaching practice, far less than stated in the framework (TE3). Supervisors play a major role in the school-based practicum as they facilitate the practice of linking with the trainee teachers' experience, theory and the practice. The absence of the classroom teacher during the teaching practice also urged the supervisors to play greater roles that the usual. However, the teacher educators confessed that they conducted one lesson observation and gave feedback on the basis of a single observation. Their last responsibility was to evaluate the trainee teachers according the observation and submit the grade. According to the trainee teachers, even that single observation did not last for more than 10-20 minutes (Ziyad, Kiya & Cheru).

For example, Fana spoke about her lesson: *When my supervisor came, I was at the middle of the lesson; so we argued about how I started the lesson.* Ziyad also commented about time spent in the class: *My supervisor didn't stay longer in my class though he still gave me very supportive comments.* Shortage of time was a very serious problem during supervision from both sides, trainee teachers' and supervisors. Fana had another comment to make: *I was very nervous when my supervisor wanted to see me teaching in another class for saving her time. Actually she was so helpful; she encouraged me and gave me very supporting feedbacks at the end except my fear. Yes, it was accidental and it was in a new class; I was not even conscious* (Fana). The researcher also observed that the teacher educators were keen to complete classroom observations in the shortest time possible.

The teacher educators added that they held a reflection session with each supervisee after classroom observation and gave feedback. TE2 and TE3 (*cf*.5.3.2.1) explained that they also included a portfolio report as a requirement and made that part of the evaluation though they used different modalities. TE3 acknowledged that the practicum was an extension of the classroom teaching at the university in order to link the theory with the actual practice. Thus, she said: *I had to check if the practice was done accordingly.* However, the point needs to be raised: how is it possible to do justice to observation and evaluation in a single observation?

The trainee teachers were positive about feedback given by the teacher educators explaining that comments given by the supervisors were very helpful. Tena spoke about his session: *Though I was so frustrated, he helped me to calm down and gave instructions to the class. At the end he told me to be more focused and student centred.* Cheru added that the supervisor helped him to be conscious about his pronunciation and suggested he practise the correct pronunciation of a list of mispronounced words that he had compiled during observation. This shows that supervisors' continuous support is invaluable for the trainee teachers' progress in becoming competent professional teachers.

The teacher educators also admitted that they had not gone back to the schools to check on the trainee teachers' progress even though they knew that the trainee teachers needed more support. They understood that they are required to visit the trainee teachers many times during the school-based practicum to ensure progress. However, in reality, the supervisors' concerns seemed to be the fulfilling of the requirements to complete the evaluations and not the trainee teachers' progress. For example, trainee teacher Fana talked about getting a second chance with her supervisor. She said: *My supervisor asked me several questions including my dressing. Though I was prepared I think I made several mistakes. I have several questions to ask him but I think he is not coming again.*

5.3.4.2. Trainee teacher's role

Trainee teachers are the core players in the whole process of teacher training. Teacher educators teach the courses, discuss the theories, and prepare the trainee teachers for school-based practicum. But it is the trainee teachers' role to link the theories with their experience and the practice. During teaching practice, trainee teachers explore the theories, linking them with their personal experience and the actual context within which they find themselves. Trainee teachers' roles are to observe classroom teachers, design lessons, teach lessons, prepare evidence-based reports in the form of portfolios, or journals, record observations, collaborate with peers and reflect on their own or peers' teaching. Collecting data is vital in order to make evidence-based decisions on their teaching practice, and to design alternative strategies based on data obtained from action research. However these tasks would be performed if the teacher educators assign the trainees to do them. The trainee teacher interviewed revealed that their roles were to do tasks they are told to. *Our roles were clear: do tasks given by our instructors/supervisors* (Ziyad).

In the PGDT programme, trainee teachers have specified roles. However, in the course materials availed for trainee teachers or the course outlines, these roles are not mentioned. Consequently,

it becomes the responsibility of the teacher educator (*cf*.5.3.2.1, TE 3) to make them aware of the roles and facilitate tasks accordingly. The trainee teachers reported that some teacher educators allow them to become more involved but some give them only a few activities, like reading the course material and writing exams.

All the trainee teachers made similar remarks about their role. They claimed that they played their roles as reflective teacher trainees linking theories with their experiences and the actual teaching and learning context. For example, Tena said: *I understood that it was my responsibility, as a reflective practitioner, to explore something new in my practice teaching and find out if it worked with my students*. But he failed to explain what mechanism he used to explore new things for his teaching and could not give an example. This indicates that the role of a reflective teacher is understood from a theoretical point of view but not in practice. Trainee teachers Fana, Ziyad and Kiya mentioned that their role was to learn from their experience, but they didn't explain how they learnt from their experience.

Trainee teachers explained that their role during teaching practice was merely to teach, prepare lesson plans and teach the lessons, replacing the classroom teacher. They did not mention tasks or reflection tools that helped them learn from their experience or link theory with practice. Lesson planning could be taken as written evidence in that tasks are designed carefully referring to the theory and the actual context. However, the researcher observed that lesson planning followed the usual routine and it was the same with what was done in the classroom. The academic vice-principals gave trainee teachers lesson formats and checked that planning followed a uniform structure, although they did not really have subject area teaching knowledge or subject content knowledge. Besides, it was a major task for the vice-principal to go through all the lesson plans for all the trainee teachers regardless of their specialisation. Therefore, focus was on the format not the content of the lesson plan or the methodology or approach used.

It was also understood that the role of the trainee teachers was not only teaching lessons in the classroom but becoming involved in the school, particularly with extra-curricular activities. Only Cheru talked about extra-curricular activities, but he mentioned that they were not given any of these activities during the teaching practice. The vice-principals claimed they could have involved the trainee teacher with different school club activities if they had been informed. The supervisors argued that the time was too short to engage the trainee teacher in such kinds of extra-curricular activities. This discussion implies that extra-curricular activities were not planned as part of the teaching practice.

The researcher noted that teacher educators (TE1 & TE3) commented that trainee teachers were not interested in engaging in practical work; they preferred attending lectures and passing examinations. Trainee teachers were interested in being in the classroom and getting down to actual practical teaching; however, the encountered a number of frustrations.

5.3.4.3 Academic vice-principals' role

The academic vice-principals in Schools A and B are senior teachers who have been working as teachers and administrators for more than 10 years. The collaboration of the principals was crucial in ensuring a successful school-based practicum. From the researcher's observation, supervisors and school principals were the ones actively engaged in facilitating the teaching practice, even though the two parties do things in collaboration (*cf*. 5.3.3).

The two academic vice-principals, from School A and School B, confirmed that practicum was their responsibility. The trainee teachers, with the assistance and support of the principal, were accepted at schools to complete their teaching practice. Nevertheless, their role was both administrative and mentoring. During this practicum session, the classroom teachers were not assigned for mentorship role (*cf*. TE 3, 5.7.1) and as such did not stay in the classrooms during the trainee teachers' lessons and this made the academic vice-principals busier that the usually during practicum. The principals explained that some class teachers take on the role mentoring willingly; however, the vice-principals cannot force them to do it (SP1). According to SP2, mentorship is not part of the duties of teachers; so, they demand additional benefit for mentoring, an aspect which the school administration cannot fulfil.

It thus fell to the principals to comment on the lesson plans, as general practitioners; however, they could not comment on the content and teaching leaning methodologies for every subject. SP1 confirmed: *I only check the formats. The student teachers themselves know the content of their subject.* This practice contradicts the description roles in the practicum module where this role was given to mentors. Therefore, though the school principals took on both administrative and mentoring roles to support the trainee teachers, the teaching practice needed the expertise of the classroom teachers to cover the gaps. For example, it would be more significant if the classroom teacher checked the lesson plans in terms of content and teaching/learning strategies according to their fields of specialisations.

SP1 explained that he had spent time going around from class to class to check on how the trainee teachers were doing in the classrooms. Although such monitoring was relevant, it gave

little information about how well the trainee teachers were teaching the subject. However, it was appreciated that the principals were available if the trainee teachers sought help. It is also the researcher's observation that they were always there, especially administering the students when they enter and leave the classrooms. In contrast, TE2 complained that the school principals were not accessible (TE2).

The academic vice-principals confirmed that school-based practicum was their responsibility. The researcher also observed that they were also responsible for the routine responsibilities in relation to facilitating the teaching practice. In both schools, they were busy with tasks such as welcoming the trainee teachers, assigning classes, scheduling, allocating resources and dealing with the students. It was surprising that the classroom teachers or others were not involved in at all. On the second day in School, some willing teachers assisted the vice-principal in distributing teaching materials and taking the trainee teachers to the office, helping them find their classes and the allocated schedules for respective subjects. SP2 explained: *Everything related to practicum is my responsibility. I suggest the classroom teachers to stay in the schools and help the trainee teachers with classroom management and other issues*.

5.3.5 Theme V: Challenges

The challenges in educating reflective trainee teachers in the PGDT programme are multi-dimensional. The most commonly mentioned one is the motivation of the trainee teachers. In the first place, the trainee teachers who enrol in the PGDT programme consider the teaching profession as their least favourite choice. Therefore, best performing university graduates do not choose teaching as a profession unless they were unable to get into another field or profession. This also implies that best performing trainee teachers do not join the programme or they become demotivated if they join. The attention given to the programme on different levels, from the MoE to the universities, is also a major challenge. Teacher educators usually complain that no one takes ownership of the programme, and as a result, there is mismanagement of time and resources. Table 5.9 presents the challenges as expressed by the teacher educators and trainee teachers while practicing reflective teaching and learning.

Table 5.9: Challenges in practising reflective teaching and learning

Sub-themes	Extracts from the interview
Challenges related to teacher educators	TE1: The first challenge is shortage of time. The programme is planned to be covered in ten months; the time usually used to cover courses and practicum is between 6 to 7 months. Though the programme is designed to educate reflective trainee teachers, the course materials and the training approach do not facilitate space for practical reflection. There is big knowledge and information gap between teacher educator at the universities, the policy makers and the schools. The stakeholders do not come together discuss on challenges, and find solutions.
	TE2: The first challenge is that the trainee teachers are not motivated. There is lack of coordination among the stakeholders. But, the biggest problem is the attention given to the programme. No one is taking the responsibility. So things are not done uniformly or as to the standard. People do things based on the level of their personal commitment.
	TE3: The first problem is the motivation of the trainee teachers, since they get less benefit for PGDT certificate they show poor interest. Teaching is the least choice for majority of them. The programme is poorly managed so time budgeted for the training couldn't be utilized properly. Thus, time becomes the biggest challenge. The teaching materials do not give enough guidance for practice. Some teacher educators may not understand things to be done in educate reflective practitioners but they have to follow the mass line and prepare them for exams. We still don't take initiatives to work in collaboration and make the course as practical as possible and be model for collaborative teaching/learning
Challenges related to trainee teachers	Tena: Time was a challenge during the teaching practice. Three to four weeks was not enough for practice; it was finished when we were trying to be familiar with the behavior of students and other issues. Lesson planning was very challenging; I couldn't design activities for 40' and do things accordingly. There were also some contradicting practices between the school experiences and what we were taught at the university Students were challenging.
	Fana: The students were so frustrating, because they were restless; shortage of textbooks and students' poor language performance made them inactive in the classroom. They were familiar with grammar oriented language teaching and learning: it took me some time to understand their needs.
	Ziyad: Students have poor English performance, and my English was not good enough to help them. It was difficult to explain things using only the target language. Therefore, I was forced to translate. The tradition teaching approach which was common at the school was also the other challenge that students always wanted notes for grammar lessons.
	Kiya: Students demand us to give them written notes because the classroom teachers do so and it took too much of my time writing notes. Students were not active in other language lessons as they were in grammar lessons. Absence of support from mentors, less support from the supervisors, lack of reference materials both at school and the university were the other challenges.

Sub-themes	Extracts from the interview
	Cheru: Teaching the reading skill was challenging because there was lack of textbooks in class. Sometimes I needed to read further but it was not easy to get appropriate reference materials in the school or at the university. Supporting materials, tape recorders and videos players were not available the school. The difference in what we were taught and the practice at school was challenging.
Challenges related to management	TE1: MoE and University level officers also took the PGDT programme as their secondary and tertiary assignment. They don't even ask if there were challenges. Everything was left for school of teacher education and training and the school."
	TE2: Teacher educators were assigned carelessly without considering their experience and background. It was a common tradition at Hawassa university that general education practitioner teach subject area method courses and supervise the trainee teachers during the teaching practice even if the trainee teachers are not from their field of specialisation.
	TE3: The PGDT was carelessly handled programme. There was partial treatment among candidates; the Ministry employs university classmate of PGDT candidates without any certification and they are equally paid. That makes the trainee teachers demotivated.
	Tena: The biggest problem with the management is their poor coordination and time management. If they talked to the schools ahead of time they could have solved most of the problem. They don't even ask the schools if they are read, have materials etc.
	Fana: Shortage of books is the biggest problem which was not solved by the university or the school. We asked the school to help us photocopying some material but there was no response. Their time management was also poor.
	Ziyad We were told to have a reading material for each student but it was not possible. There were books in the library but the principals wanted the university to take the responsibility.
	Kiya: We appealed to get reference materials in the library but we didn't get response from the library head or from school of teacher education and training
	Cheru: I think the management bodies (e.g. MoE, university and faculty) take the PGDT programme as extra burden; they don't make necessary preparations before the programme starts.

5.3.5.1 Challenges related to teacher educators

All three teacher educators claimed that students' motivation was a hindering factor in facilitating reflective teaching and learning. Hence, teacher educators focused on finishing the courses in a less demanding manner within short time frames. Teacher educators TE1 and TE3 admitted that if teacher educators push the trainee teachers towards practical and demanding tasks, trainee teachers are compelled to do them. Hussien (2006) claims a similar idea in that

teacher educators can turn trainee teachers in reflective practitioners. However, teacher educators explained that the trainee teachers, the organisation of the materials and themselves are all restricted by the traditional teaching and learning approaches. Teacher educators enjoy talking more, the trainee teachers memorise notes and sit for examinations.

It seems that change is difficult and complex and goals are not being achieved at an individual level or as a whole system. Stakeholder do not come together and discuss problems in an effort to find solutions, which exacerbates the problem. TE1 suggested that there was a need to come together to discuss challenges, to share experiences and to find solutions and common principles that leads towards the goals of the programme. Instead he said: *Challenges are handled on the bases of individual capabilities.* TE2 suggested that teacher educators should try to find solutions based on personal commitments. According to TE3, teacher educators are more likely to interpret the intention of the syllabus and put it into practice by working in collaboration and by making the courses as practice-oriented as possible. She believes that teacher educators have the capability and the resources to bring about change.

5.3.5.2 Challenges related to the trainee teachers

Trainee teacher felt that the challenges related to PGDT programme are not the trainee teachers' problems. In general, what they observed is that the intention of the curriculum, teacher educators, and the management body of the current teacher education programme do not align. However, trainee teacher recognised that they are the major challenge of the programme by their own learning engagement in general, and reflective teaching and learning practice in particular.

Trainee teachers Ziyad and Kiya openly spoke about their language performance as one of the challenges. Kiya emphasised that they did not get professional support from the supervisors and the school teachers, so there was confusion at the beginning of the practice. All trainee teachers commented on the contrast between language teaching and learning approaches taught at the university and those being implemented in schools. They explained that they were unsure of the way to handle lessons because student demands and needs contradicted their practice. The courses were not practice-orientated and did take into consideration the actual teaching and learning context in the schools so trainee teachers initially found things strange when they went on school-based practicum. However, during the teaching practice, the trainee teachers came to the realisation of how important the courses were in preparing them for actual classroom teaching.

Cheru admitted: *...we took the PGDT training as if they were less important and even useless, but they were more important that the courses we took in our fields of study.* The teacher educators commented that trainee teachers lack awareness, motivation, interest and commitment about the programme. It seems that trainee teacher do not welcome demanding tasks, which in turn affects the quality of the training (TE1 &TE2). Teacher educators felt that trainee teachers were unsuccessful in practicing reflective teaching and learning. In contrast, all trainee teachers, in their interviews, responded that they had wanted to reflect and comment on their practice because they understood that it would help them towards their own professional improvement. However, trainee teachers did not deny that they were less interested while they were taking courses at the university (Ziyad, Kiya & Fana)

5.3.5.3 Challenges related to the management as defined by teacher educators and trainee teachers

The management body includes the MoE, university, faculties and departments. It seems that the PGDT programme's successful implementation has been compromised by a number of factors. Teacher educator and trainee teachers reported that preparations for the programme were not handled timeously. Cheru stated: *I think the management bodies (e.g. MoE, university and faculty) take the PGDT programme as an extra burden: therefore they don't make necessary preparations before the programme starts.* TE3 added that the training time was wasted with preparation processes such as recruiting trainee teacher candidates, assigning teacher educators for the courses, and duplicating reading materials. Respondents felt that these aspects had a negative effect on the quality of trainee teachers' learning in general and reflective teaching learning practices in particular (TE2 & TE3). As a result, both teacher educator and trainee teacher concluded that the stakeholders in the secondary school teacher's education programme do not consider the PGDT programme as their principal agenda.

Lack of transparency and non-availability of clear information was identified as another factor by trainee teachers and teacher educators. Teacher educators reported that roles and clear specification were not given to the practitioners. Programmes and schedules in the PGDT programme, such as the examination timetable, were not organised properly. Teacher educators were assigned by the department regardless of their fields of specialisation (TE2). TE1 admitted that this practice meant that teacher educators could not help trainee teachers in terms of content knowledge and teaching methods. In addition, trainee teacher Kiya also commented that

inexperienced part-time teacher educators handled the courses and their competence in promoting experiential teaching and learning was lacking.

It is common practice at Hawassa University that general education practitioners teach the *English Subject Area Methodology* course and supervise the trainee teachers during the teaching practice. It seems that the Department of Teacher Training confuses the general teaching method courses with subject area teaching methods. Department chairs, most of the time, used the *English Subject Area Methodology* course to balance the teaching load among their staff. This is an indication that poor attention is given to the programme which negatively affects the programme in general. Teacher educators referred to this factor as one of the major challenges in practising reflective teaching and learning in the programme (TE2).

Unfair treatment among teacher trainee candidates has been cited as a factor. From all accounts, the Ministry employs university classmates of PGDT candidates without certification and they receive the same pay as certified candidates. TE3 noted that as a result of the actions of the Ministry, university management seem reluctant in the implementation of the programme.

As an indication to this, trainee teachers reported lack of materials both at the university and at schools. Tena, Fana and Ziyad reported that the department does not provide proper teaching learning materials, with Kiya and Cheru reporting the lack of availability of reference materials at the university. It was reported that during teaching practice, trainee teachers were challenged in teaching reading lessons in appropriate manner due to shortage of textbook. Reading books and textbooks were in short supply in the classrooms and were not available in the school libraries.

From the discussions above, it seems clear that the PGDT programme is not being well managed by the different levels of the management in general and its curriculum implementation practices in particular with attention to planned, organised and systematic approaches. This has affected course delivery and reflective teaching and learning practices. Reflective teaching and learning needs a stable and well-structured physical as well as psychological environment for trainee teachers and teacher educators in order to promote free thinking and practising of action-oriented learning and related aspects thereby encouraging questioning of assumptions and practices. The PGDT programme seemed to run without any management ownership to organise, monitor and systematise the implementation processes accordingly.

5.3.6 Suggested Strategies to Empower Trainee Teachers' Reflective Practice

All the suggestions, as explained by the teacher educators and trainee teachers, focused on the practices of the management bodies, the curriculum materials, teacher educators, the time frame and the trainee teachers. Table 5.10 below displays the suggestions given by teacher educators and the trainee teachers.

Table 5.10: Suggested strategies to empower trainee teachers' reflective practice

Sub-theme	Extracts from the interview
Suggestions given by teacher educators	TE1: On the first place content of the course *Teachers as Reflective Practitioners* should be minimized and more weight should be given for the practice; time and attention is needed when material are prepared. They should address Ethiopian values, thinking and the facts in Ethiopian schools.
	TE2: The MoE, University and the College of Education should revise their collaboration and see things very seriously. In order to educate reflective teachers, experienced TE who have both the skill, the subject knowledge, teaching methodology knowledge and who devote to pay their time, skill, and experience should be assigned for supervision.
	TE3: The first thing I feel is the way the TEs are trained; here is something contradictory those who join the teaching after second degree may not have taken any teaching course. The modules should be supplemented with practice oriented tasks. The trainees have the subject knowledge so the training should be on developing their teaching skills; here reflective practice plays the biggest role. The other thing the university should facilitate for real collaboration
Suggestions given by trainee teachers	Tena: Time was very short. If we got help to do practices on real experience it would help us understand the context before we go out for teaching practice.
	Fana: April was not a right time due to holidays and exams; therefore the practice time was very short. Only the principals checked our lesson plan; classroom teacher would also help showing some direction regarding specific subject issues. Supervisors should visit us more than once.
	Ziyad: More experienced teacher educators are needed for the supervision. Peer teaching should be taken seriously. The time we had at the schools was not enough so the peer teaching would supplement that.
	Kiya: We shouldn't have come here in April. The school was already busy. We even make long queue to get our lesson plan signed. Subject teacher may help with this checking and signing our lesson plans.
	Cheru: Time was very short because of holiday and exam week. This shall be changed next time. We get little support from our supervisors and no support from classroom teacher. The university classes can be also more practice based.

5.3.6.1. Teacher educators' suggestions

Teacher educator TE1 is concerned about the education system itself and felt that it should be revised to be consistent with the current trend in the world and actual situation in Ethiopia. The implementation of a new approach such as reflective practice, in a traditional education system will meet with challenges. It is felt that what is taught in the classrooms, both at university and school level, should not contradict with the curriculum and suggested approaches. Therefore, as a new programme is introduced, workshops and training should be part of the programme so that the stakeholders collaborate and agree on the process and procedures and to ensure consistency through the programme and the system. TE1 explained that a solid education system with well-qualified, experienced teachers is crucial for the development of a country's next generation; thus the PGDT programme should enrol motivated trainee teachers. However, it is acknowledged that teacher educators and the university itself need to undergo a change in approach: *we have to also change our teaching and learning culture; the teacher educators are the results of old traditional education system so they cannot be good models to educate our trainee teachers as collaborating teachers and learners* (TE1).

The teacher educators offered suggestions related to the teacher educators, teaching modules and their content, availability of resources, collaboration of the stakeholders, enrolment and motivation of the trainee teachers, workshops for teacher educators, duration of the training. Aspects related to teacher training should be looked at critically: *The first thing I feel is the way the teacher educators are trained. Here is something contradictory* (TE3). According to her observation, those who are hired at the university as teacher educators, after completion of a second degree, may not have taken any teaching courses. Their first degree is in applied fields then they specialise in the same area and join university to become teacher educators. Although they have subject content knowledge, they have neither the general teaching methodology knowledge nor the specific subject teaching methodology knowledge. TE1 and TE2 thus suggested that teacher educators who do not have any knowledge of the subject area, the teaching methodology and who lack the experience of supervision should not be assigned to supervise the trainee teachers. Teacher educator TE1 emphasised: *The teacher educators are the results of the traditional education system; so they can't be good models to educate reflective teacher trainee teachers. Therefore, some kind of gap filling training and experience sharing workshops are needed for the teacher educators.*

Teacher educator TE2 suggested that in order to educate reflective teachers, experienced teacher educators, who have the skill, the subject area knowledge, teaching methodology knowledge and who devote their time, skill, and experience, should be assigned to supervise during the teaching practice. TE2 further explained that: *General practitioners, I can say who don't have the subject area knowledge or the subject area teaching methodology knowledge, are assigned for supervision. Thus, their feedback becomes limited to general teaching methodology.*

The organisation of the content comprising the programme as well as the teaching materials needs to be revisited. Trainee teachers, after completion of the first degree, have subject area knowledge (SCK); thus, the training should focus on developing their teaching skills (PCK). This means that materials for each of the modules need to be supplemented with more practice-oriented activities. In order to achieve the desired goal in educating reflective teachers, teaching materials have to be prepared with greater attention and time to make it relevant for the Ethiopian context (TE1). TE3 added that the materials were loaded with theories but more practice-focused activities should be included. Though the materials were centrally designed, there are several areas in the material that are now outmoded and need revision (TE1; TE2; TE3). TE2 recommended that the College of Education is equipped with multi-media resources and applications, such as video recordings, as a teaching approach to access world-wide approaches and innovative teaching methods. These would supplement the training and add an authentic aspect to the programme. In addition, such resources, such as video cameras, could be used to record trainee teachers' lessons. These recordings could be peer-reviewed and feedback given as part of reflection: *I recommended to video record their own teaching but I know that it was impractical because they didn't have the accessories* (TE2).

Teacher educator TE1 recommended that the content of the course *Teachers as Reflective Practitioners* should be reduced and extra time allocated for practice-based tasks. He added that more time and expertise attention is needed during course material preparation to address Ethiopian values, thinking and the teaching and learning realities in Ethiopian schools. For example, the mentors' role is outlined in the framework but in reality the management body has overlooked their mentoring role and this valuable resource is not being exploited.

Teacher educators recommended that collaboration between the universities, the colleges, departments and the schools should be considered with the university taking the initiative to facilitate real collaboration. Mentoring is an example of this collaboration; mentorship by

classroom teachers should be a requirement of the school-based practicum as they play a very important role in guiding, supporting and helping trainee teachers in their teaching. The issue of mentorship can be arranged if schools and the university come to some agreement about motivating the classroom teachers to be mentors in school-based practicum. However, universities tend to more pay attention to financial and administrative issues rather than issues of professional support but, the main issue is the professional development of the trainee teachers. TE3 felt that the collaboration with stakeholders was vital as she believed trainee teachers would have the opportunity to learn about teaching from every experience in collaboration with stakeholders.

The trainee teachers' motivation is mentioned as a key challenge. Teacher educators suggest that the MoE needs to do something to motivate trainee teachers. TE3 mentioned that some kind of credit can be given to the trainee teachers who are attending the training. For example, pocket money has been given in the last year and that has minimised absenteeism and improved motivation. It was suggested that candidates with better performance in the first degree, should be recruited to join the programme; thus motivated and hardworking students should be enrolled for the programme. Teacher educator TE2 explained that in order to enhance reflective practice in the PGDT programme and then in the teaching and learning systems in the schools in general, highly motivated reflective teacher trainee teachers should be sent to the schools.

In addition to increasing the trainee teachers' motivation, teacher educators' motivation and performance is another area needing attention. TE2 further contended that in the 21st century quality education is vital if the country wants to compete in a changing world. Thus, teacher educators with proper qualifications and teacher education backgrounds, experience and ongoing professional development are need in the PGDT programme (TE3).

5.3.6.2 Trainee teachers' suggestions

Trainee teachers suggested that the management body as a whole and specifically the College of Education, have to be transparent and give clear information about the rights and obligations of trainee teachers before the courses are started. Fana and Ziyad felt that if that occurred, trainee teachers would be engaged in learning with free and motivated minds. This means that the management body, particularly the College of Education and Teacher Training Department, has to identify experts and organise orientation sessions for both the trainee teachers and teacher educators about this innovative and reflective paradigm of teacher education and what it requires from them.

The management, moreover, will be expected to be strict in time utilisation of the programme. Time was one of the challenges raised by all the trainee teacher respondents and the teacher educators. Shortage of time was reported by all trainee respondents' mind particularly with the school-based their practicum. In addition, the time of year scheduled for the practicum, April was a very busy month at the schools and should be reconsidered.

The trainee teachers offered suggestions related to their practice. They mentioned the importance of practice at the university to prepare them for practice teaching (Tena; Ziyad; Cheru). They concluded that the support given to them during the teaching practice was limited and it seemed just enough to fulfil the requirements. Therefore, they recommended more time and support should be given to them by the supervisors and classroom teachers. Above all, the practice should be started at the university, linking the theories and the existing realities in the schools. In order to practise reflective teaching and learning, practical exercises should be included and that would transfer to the teaching practice and action research project. They emphasised that there needs to be more support from the teacher educators and involvement of classroom teachers during teaching practice either in mentoring or checking the lesson plans and assisting the trainee teachers in the subject content area. A further suggestion was the investment in proper resources, such as reference books in the library, to create a comfortable environment for trainee teachers' teaching practice and learning. Finally they suggested that the department design certain evaluation and monitoring schemes for those trainee teachers who were not attending the training (Fana; Ziyad; Cheru).

5.3.6.3 Summary of the suggestions

The respondents of this study also acknowledged the opportunities to practise reflective teaching and learning and suggested proper utilisation. When the PGDT programme was compared to the former teacher education programmes in Ethiopia, a few aspects were identified which could be seen as great opportunities (TE3).

The first one is the curriculum document. The curriculum framework for secondary school teachers clearly states the objectives of the programme in educating reflective teachers. The objectives can easily be transferred to the course materials and implementation plans. In addition, the course *Teachers as Reflective Practitioners*, lays the foundation to facilitate reflective teaching and learning practices being more open-ended, practice-focused, field-based (TE1; TE2; TE3), and recommended for theory-practice integration (TE3).

Teacher educators, however, reported that the course modules do not provide opportunity to link the theory with the practice and local teaching realities. The materials are more restricted and theory-focused. What is described in the curriculum material does not align with the course material (TE1; TE3). The course material for *Teachers as Reflective Practitioners* is a typical example through its inclusion as a course, and can be taken as an opportunity to make the trainee teachers aware of the areas needing improvement (TE3). However, time constraints affect the implementation as such an approach encourages reflection and practice-focused, which need more time in comparison to a direct presentation approach. According to TE1 and TE3, the curriculum materials such as the syllabus and course outlines encourage teacher educators to present the courses through packages of assignments, documents, presentations, and micro-teaching with the trainee teachers which promote reflective teaching and learning practices. In addition, the PGDT programme itself initiates practical learning and school-based course implementation (TE1; TE2; TE3).

Teacher educator TE3 further suggested that: *Because the syllabus suggests that theory and practice should go hand-in-hand by using reflective teaching and learning as a bridge, it is good to have comprehensive teacher education and then capable teacher graduates who can enjoy teaching in both practical and theoretical contents.* TE1 complements that idea that the trainee teachers in the programme are not being trained as general practitioners but as specialised teachers for secondary schools, so this focuses them. The challenge in this regard was with the management in assigning the teacher educators according to their specialisation.

Trainee teachers Fana and Ziyad acknowledge that: *... curricular materials, in their planning stage, can be taken as an opportunity to make our teaching and learning reflective because they required more school-based practical exposures than theoretical classroom discussions.* Ziyad added that the curriculum materials such as practicum module, action research guidebook and the course outlines urge for practical reflective teaching and learning practices because they encourage trainee teachers to explore things that they do not know via providing them with actual school practices, organised presentations and reports.

Teacher educators and trainee teacher agree that Hawassa University has good human resources in the College of Education and in the Department of English Language Education. Nevertheless, lack of coordination, lack of attention given to the programme and a poor time framework, has had a negative effect on the utilisation of human resources. In relative terms, TE1 said: *Hawassa University has better facility than other TEIs in the country.* Even the

number of secondary schools in the town and in the surrounding catchment area, are an opportunity to facilitate practice-based teaching and learning. Trainee teachers Ziyad and Cheru appreciated the availability of experienced school teachers in their fields of study though there was no mentorship or any mechanism to share experience between the trainee teachers and the school teachers. For example, Cheru added: *In the school where I started teaching, there was no English teacher who graduated from a university. A diploma holder was teaching grade 9 and 10 students. Here English teachers I met did their second degree in Teaching English as a Foreign Language and taught for more than 10 years since Hawassa is a big city.* Ziyad agreed with this sentiment as he felt that if the classroom teacher had observed his teaching, he would have had constructive feedback because the classroom teacher was a very confident and resourceful teacher.

The discussion on opportunities for reflective teaching and learning practices indicated that the curriculum materials recommended practical engagements and open-ended discussions and presentations, though the implementation differed. The discussion also indicated that the faculty of the university and the relatively well-organised secondary schools in the university's catchment area would be taken as opportunities to facilitate school-based practical learning. Therefore, the availability of well-trained and experienced school teachers is also another opportunity for mentoring and experience sharing which is one branch in educating reflective teacher trainee teachers.

5.4 QUALITATIVE DATA: DOCUMENT ANALYSIS

In this section, the course descriptions for the four courses selected for this study: *English Subject Area Teaching Methodology, Teachers as Reflective Practitioners, Practicum* and *Action Research*, the objectives, the content, the teaching methodologies, the activities, the assessment techniques and the trainee teachers' written reports of the projects, as requirements for the courses, are analysed. The analysis is done based on the assessment procedures and checklist (Appendix D) in Chapter 4. The following aspects guided the examination of the course materials: course description, objective, content covered under topics and sub-topics, methods of delivery and assessment techniques

5.4.1 Course I: Teachers as Reflective Practitioners

The course *Teachers as Reflective Practitioners* is one of the new courses added to the PGDT programme. The course is intended to equip trainee teachers with the theory and practice of reflective thinking as applied to the teaching/learning process. In the course description, issues

such as reflection, is a cross-cutting issue, examining educational theories, application of reflective thinking and action to teaching to be exercised during the block of time are highlighted.

The objectives address the major principles and values of reflective practice in teaching and learning. Most importantly, the course aims to develop the skills of lifelong leaning for teachers' professional development. Therefore, the course should be designed to enable the trainee teachers to practise the skills of reflective practice. Here two points are important: what are the skills? And how can trainee teachers develop these skills? If these two questions are not addressed in the content, the concept lifelong learning will only be seen as a concept and not transferred to actual practice. Having these questions in mind, a summary of the content of the course is presented in Table 5.11 below.

Table 5.11: Summary of the course *Teachers as Reflective Practitioners*

Course Description	Objectives	Content from the chapters	Method of delivery	Assessment	Remarks by the researcher
Teachers as Reflective Practitioners is a course to equip trainee teachers with the theory and practice of reflective thinking in teaching learning.	Develop thorough understanding of the professionalism of teaching, teacher learning.	Definition of the concepts reflection, reflective thinking and reflective practice	Teacher presentation/ discussion	Group discussion and presentations	No activities suggested to link the concepts with actual life experience of the trainee teachers. Group discussions and presentation were suggested in the course outline but there were no activities that initiate discussion.
It gives trainee teachers the opportunity to examine theories behind application of reflective thinking in teaching and exerciseit.	Develop the capacity and competence for evidence-informed teaching and learning	The nature of teaching and its integration with reflection	Discussion, presentations and reflections	Group and individual assignment	This chapter explains the theories that link teaching and reflective practice. However, in a similar fashion with the first chapter there were no practical examples and activities. No group assignments.
The course introduces reflection as a cross – cutting issue in teaching and learning.	Develop the skills for lifelong leaning as professional	The notion reflective teaching	Group discussions	Quizzes/ tests	This is just a repetition of chapter two. There is no linking between the courses with the content of other courses. No activities for group discussion.
It initiates practitioners to enquiry based teaching and interpret evidences to alleviate challenges.	Dispose trainee towards enquiry in teaching and learning. Develop the skills of gathering data.	Action research as strategy of reflection	Presentations and discussion	Portfolios, presentational & Final examination	It is also repetition of the course "Action Research" All the other strategies need to be included. There were no practical activities. There was no instruction to write portfolio.

As illustrated in the table above, the course consists of four chapters. The first chapter aims at familiarising trainee teachers with the concept of reflective practice offering definition of the most common terms: reflection, reflectivity, reflective thinking and reflective practice. The concept of the theories is then explained. The theoretical background of reflective practice and the experience of the founders are also addressed, comparing the place of reflective practice in teaching and learning and in different fields of study.

The method of delivery suggested for this chapter is mostly in lecture form, discussions and presentations. However, the material did not give direction and instructions for discussion or presentations. The content did not link the theories to the context and local realities, values and experiences of the trainee teachers. In this regard, teacher educators expressed a similar idea (*cf.* 5.3.1.3) that the content of the course *Teachers as Reflective Practitioners* did not encourage indigenous knowledge.

Chapter 2 uncovered its link with teaching and learning, giving detailed explanations of the theoretical concepts that link teaching and reflection with examples of the experiences in the countries that have introduced the reflective practice in their education systems. These examples indicated the link between teaching and reflection. The question why reflection is needed in teaching was also answered from a theoretical point of view. However, this chapter also focused more on theory than the teaching and learning realities in Ethiopia. There was little opportunity for trainee teachers to link the theories with the actual practices and their own experience. The method of delivery recommends school attachment reports, presentations and reflections. But there were no activities included in the material which meant that it was up to the teacher educators to include such activities.

Chapters 2 and 3 continued with the notion of reflective teaching. The concept reflective teaching was already defined in the first chapter so it seems that there is repetition in these two chapters. A few cases, in Chapter 3, invite the trainee teachers to associate the act of reflection with life experiences but those cases were given in artificial settings. It was still the instructor's responsibility to enable the trainee teachers to link the given cases with their real-life experience; however, the material did not give enough guidelines.

Chapter 4 discusses action research as a reflection strategy. Two questions are raised with this chapter as to why action research only as a tool for reflection. It is true that action research is considered as a strategy in practising reflective teaching and learning. Nevertheless, action research should not be introduced as the only tool for reflective practice as several tools could

be introduced and practised in the teacher education programme. On the other hand, *Action Research* is a project that trainee teachers are required to complete in this programme. Therefore, it would appear that this chapter is redundant or one could revise the chapter and the action research content could be integrated with other forms of reflection in a more practical sense rather than just working with the theory.

Apart from the theoretical concepts explained in the chapters, methodological alternatives and assessment techniques were proposed in the course outline (Appendix…). The curriculum framework also suggested more practical assessments than paper and pencil examinations (*cf.* 3.10.6). Nevertheless, the material did not give any guidelines, examples or instructions for the proposed assessment techniques such as peer evaluation, continuous portfolio preparations, discussion and presentations. Therefore, the assessment was reliant on each teacher educator. Moreover, the material did not motivate teacher educators to challenge old traditions in the teaching and learning system. The interviews revealed that teacher educators prepared the trainee teachers for paper-pencil examinations (*cf.* 5.3.4) and portfolios and presentations were not included in the assessment (*cf.* 5.3.4.1).

5.4.2 Course 2: English Subject Area Teaching Methods

This course had two parts offered in two semesters. Part I focused on theories of teaching English as a foreign language (TE2; 5.5.3). Part II was also about theories of teaching English as a foreign language, but it supplemented the theories with practise in teaching English in the Ethiopian context. According to the curriculum framework, subject area teaching courses discuss the pedagogical content knowledge (PCK) required to teach a specific subject area and different methods and strategies of teaching the subject. Table 5.12 presents description of the course, objectives, contents and suggested teaching and assessment strategies. The researcher also commented on the drawbacks in each chapter.

Table 5.12: Summary of the analysis of content of the course English Subject Areas Teaching Methods

English Subject Area Teaching Methods					
Course Description	**Objectives**	**Content from chapters**	**Modes of teaching**	**Assessment**	**Remarks**
English Subject Area Teaching is a course to help trainee graduating from the PGDT programme get the fundamental skills and knowledge of teaching English language	Keep reflective position regarding fundamental language teaching and learning theories and utilize the strategies Demonstrate self-direction and reflection on language teaching and learning and	Theorizing English language teaching and learning. Definition of terms and acronyms	Interactive teaching and learning; self-reflection	Portfolio development	Theories were too much for timeframe. Ambitions objectives as compared to content and time. There were not school attachment activities.
It offers opportunities in examining all possible options in using variety of English language teaching methodologies and strategies	Describe learners in terms of learning styles, strategies and individual differences Analyze and demonstrate understanding and use of different ELT strategies	Language learning styles and strategies Theories of teaching listening, reading, and speaking skills	Interactive discussion and presentation Tasks in pairs, individuals and in groups.	Reflection presentation and micro-teaching.	The theory section is too much and reflection activities are more on theories of teaching the skills. Needs more practical reflection integrating the theory with the actual context.
It explores fundamental concepts and techniques in teaching English by integrating macro and micro language skills.	Build up methodological skills to the expected level. Acquire understanding of current problems in teaching English language skills.	Teaching grammar, vocabulary and writing skills.	Discussion reflection, micro-teaching, career portfolio	Essay writing quiz Library term paper on problem areas in the module	The content, the organisation, and the activities are similar with the preceding chapters.
It engages trainee teachers in developing materials, designing language teaching tasks, organizing students in different modes and testing.	Distinguish several basic principles of ELT syllabus design; and, determine appropriate learning materials. Develop various English language testing skills, distinguish effective test construction method.	ELT material development, evaluation and testing.	Discussion, analysis and presentation, reflection	Presentation of a topic material, test evaluation report, analysis, final exam	Too much content. Still the presentation is theory-oriented. There are extracted language teaching materials and exams but impractical due to time and its presentation is same old fashioned manner.

As stated in the objectives, the course aims to address both theory and practice taking into account the realities in Ethiopian secondary schools. From the researcher's points of view, the objectives of this course seemed very ambitious as compared to the practice. The course was divided into two parts with each part being given five contact hours per week in two semesters. To attain these objectives, the course was given more contact hours than other content courses. The course material also suggested take-home activities to cover the content of the course within the given time. However, there are no activities that link the content of the course with the realities in Ethiopian schools. The reflection activities at the beginning and at the end of each topic and sub-topic help trainee teachers to develop the skills of evidence-based learning, linking their personal opinions with the theories.

Part one of the course revises the old English language teaching methods and strategies used globally and the most common teaching methods in the 21st century. It highlights the status of teaching and learning English in the Ethiopian context. Theories of learning styles and strategies are widely explained in this chapter. Each topic and sub-topic starts with brainstorming questions and ends with reflection activities. Apart from this, there are activities that guide the trainee teachers to practise teaching the language skills. However, there is still a gap linking the theories with Ethiopian school contexts and trainee teachers own learning experiences.

Theories of teaching each language skill are addressed in chapters separately. However, the theoretical part goes far beyond what is needed. Sample lessons, reflection questions are given after ever session, but the actual teaching and learning contexts in Ethiopian school were not addressed in the activities. At the end of each unit, trainee teachers are also given instruction to design a lesson to teach the skills. Specification of the grade level and the students' background does not match with the real students in Ethiopian secondary schools.

The second part of the course, *English Subject Area Teaching Methods* II, covers four chapters. In addition to theories of teaching English language skills, it also includes theories of language testing and language material development. The organisation of the module follows a similar pattern; each unit starts with exploring the theories of teaching the language skills and ends with lesson preparation, micro teaching, rubrics and reflection questions that encourage the trainee teachers to practice reflective teaching and learning. Integration of the language skill is also well demonstrated with sample lessons followed by reflection questions. In this course, material as recommended in curriculum framework, formative assessment techniques such as observation, student conferences, portfolios, performance tasks, prior knowledge assessments, rubrics,

feedback, and student self-assessment and summative assessment techniques and final examinations are included. Contrary to what the teacher educators commented on during the interviews (*cf.* 5.3.1.4) this course gives opportunity for reflective practice.

The fourth chapter which focuses on ELT material development, evaluation and testing is very broad. It covers topics that could be taken as a course or two. The sub-topics under this unit are: ETL Curriculum and syllabus, the need for materials development, types of syllabuses and course books evaluation, Basic principles of English language assessment and testing and finally, evaluating and developing EFL materials. The second part of the course is given during the third term of the programme (*cf.* 3.10.8) which was also time for practicum. Therefore, unless the material is given as a reading source, it is unlikely to cover the content with the given time.

The content of each sub-topic follows a similar pattern. It starts with a definition of terms such as teaching and learning materials, curriculum, syllabus, policy, evaluation, content, testing validity, reliability, and so on. Theories and views of different scholars are reviewed, following brainstorming questions. Evaluation checklists are included to evaluate sample ELT material and tests extracted from different sources. At the end, trainee teachers are also required to develop a syllabus using a given profile and tests for various grade levels in the Ethiopian context. The content in this chapter is relevant but it was impractical due to shortage of time with content and tasks not fitting into the allocated time, as reported by the teacher educators (*cf.* 5.3.5; TE 3).

5.4.3 Course 3: Practicum Course

Practicum is a one-month programme for teaching practice at secondary schools. The practicum guidebook gives the details of objectives of the programme and activities to be performed during the teaching practice. The table below (Table 5.12) summarised the content of the guidebook.

Table 5.13: Summary of content of school-based practicum guidebook

School-based Practicum					
Course Description	**Objectives**	**Content**	**Method of delivery**	**Assessment**	**Remarks by the researcher**
It is a course to change the practices of teaching and learning allowing trainee practice several effective principles of teaching and learning It is a supportive course promoting feedback provision	Enable trainee teachers to become reflective practitioners. Provide trainee teachers with the theoretical and practical experiences they need to achieve all the standards set by MoE.	Pre-teaching school placement (school environment, students behaviour, classroom teaching, extra-curricular activities, resource centres, community-school relation)	One week Intensive school observation	Portfolio, presentation and reflection	Guiding open and close ended questions are provided if practiced.
It is a forum for developing communities of learning and practice.	Equip the trainee teachers with the knowledge, skills and dispositions to become effective teachers. Create awareness that teaching is a lifelong professional learning.	On-going school placement	School-based assignments (linking the courses and the school practices)	School based assignments and presentations (reflection on theory and practice	The activities and guiding questions are appropriate for linking theory with practice if implemented accordingly.
It promotes reflection before, during and after teaching practice. It is a learning process rather than requirement for the programme.	Develop the nature of teacher professionalism, responsibilities, values and ethical practices	Block teaching, Lesson preparation, Lesson plan preparation; non-extra-curricular activities	Actual teaching in the secondary school classroom	Teaching and reflection with mentors, and supervisors followed by feedback	The reflection has to challenge the beliefs of trainee teachers, mentors, and supervisors.

In the practicum course guidebook, the practicum programme is considered as a learning process not as a requirement to complete the training. It mainly aims to promote reflective teaching and learning practices, train teachers to effect change in the teaching culture and beliefs and practices in schools. The objective of practicum is derived from the mission and vision statements of the teacher education programme.

In support of achieving the objectives, the guidebook is compiled with formats that require the trainee teachers to do intensive reporting during the three phases of practicum: school observation, lesson observation and practice teaching. Here it is important to note that the practical implementation is not done in a similar manner. The trainee teachers had only single day's observation, as observed by the researcher and reported by the trainee teachers and the school principals, which meant that the three phases of practicum were not implemented. However, formats for reporting, reflection questions and evaluation checklists, included in the guidebook (Appendix J), were very helpful for the trainee teachers to practice reflection at different levels. The formats in general address aspects that should be considered during the teaching practice.

- Pre-classroom observation.
- Lesson observation, and
- General reflection and evaluation.

However, contrary to what is suggested in the material, the trainee teachers' portfolio reports were not supported by the guidelines and practicum was performed as just a requirement to complete the course, and not as a learning process. The classroom observation and feedback sessions were not supported by written evidences and presentations (*cf*. 5.3.4.3).

Practicum is a fully practical experience and the assessment techniques suggested are based on the practical achievements of the trainee teachers. These assessments include classroom teaching performance, action research project or observation-based presentations and portfolios. The curriculum framework also explained the elements that the assessor must consider including the integration of components of the training: general teaching methods, subject area knowledge and teaching methods and English language performance. Classroom teaching performance, behaviour and participation in extra-curricular activities, development of reports over the period of the practice, problem identification and observation based data suggested solutions for problems observed, were also incorporated. The framework also recommends two assessors for
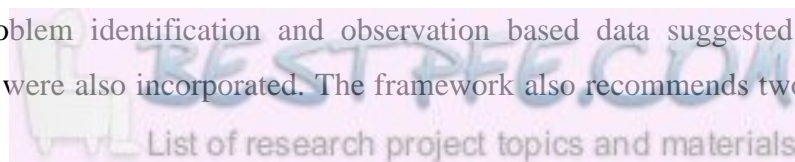
each trainee as the issues assessed may cut across several issues. In addition to the practical work and reports assessed by the university teacher educators, school teachers' (mentors) assessment made up 20% of the assessment score.

Elsewhere in this study, it was noted that classroom teachers had no mentoring or assessment roles. Both teacher educators and the trainee teachers clarified that that practicum assessment consisted of one lesson observation by the supervisor (*cf.* 5.3.4.3). Regarding portfolios, the researcher found out that there were different approaches: TE3 used the portfolio as part of the assessment but TE2 gave no portfolio assignment. The researcher also found out that there was no attempt to link practicum experience and the action research project (*cf.* 5.3.4.3 & 5.4.4.). Most of the activities planned in the guidebook and roles of the stakeholders given in the material were not implemented accordingly (*cf.* 5.2.6).

5.4.4 Course 4: Action Research Course

The guidebook for *Action Research* was prepared as course material in a similar manner to the other content courses in the programme. Table 5.13 below displays the analysis of the content of the material.

Table 5.14: Summary of action research course guidebook

Description	Objectives Course	Content in material	Method of delivery	Assessment	Remarks
Action research is a course that focuses on knowledge, skills and dispositions applicable of action research in the context of teaching in Ethiopia.	Explain the concepts, importance of action research	Concepts of action research	Presentation, discussion and reflection	Action research project written report	Content is self-explanatory though it is only theory oriented.
It develops conceptual and analytical skills of trainee teachers to conduct action research on issues related to teaching and learning	Identify the processes to be followed in conducting action research	Processes of action research	Presentation and reflection	Portfolio of evidence of the performances activities	Section needs more practical activities and guiding question than explanations
In a synchronized manner and interspersed within these contents, you undertake practical action research project following the processes of action research.	Apply your knowledge and skills of action research by identifying an issue and investigating it following appropriate approach	Preparing and presenting action research reports	Modelling and practice	Mentor/supervisor assessments and feedbacks	The guidelines are helpful but needs to be supplemented with models and practical presentations
	Write up report the report following the standard procedure.	Reporting formats	Sampling and practice	Report and presentation	Linking the project with teaching practice

The teacher educators reported that the *Action Research Course Guidebook* provided by the MoE for this programme was well-organised (*cf*. 5.3.7.2 TE1 & TE3). The guidebook clearly describes the elements and procedures of action research and its objectives in the teacher education programme. Action research, as a project in the PGDT programme, is designed for the development of research knowledge, skills and dispositions applicable in the context of teaching at secondary schools in Ethiopia. Consequently, trainee teachers are expected to explore action research conceptions, importance, characteristics, and processes. With these objectives, the course guidebook addressed the theoretical conceptions and the implementation procedures of action research in three units.

The guidebook also provides an action research assessment rubric which links the action research project with portfolio work and supervisor/supervisee or mentor/mentee feedback. This link allows the trainee teachers to participate in meaningful reflective teaching and learning. The assessment of their action project includes:

a) Action research project written report (50%)
b) Portfolio of evidence of the performances activities (20%), and
c) Mentor/supervisor assessments and feedback (30%

The researcher found that the curriculum and actual practice was contradictory. In the first place, the guidebook was not given to the trainee teachers (*cf*. 5.3.4.2). Secondly, time was not assigned for the instructors to discuss the concept of action research or to explain the procedures. It was assumed to be field work. Thirdly, the supervisors and the mentors were not informed that they were to be involved in the action research project and thus guide the trainee teachers in collecting data from the teaching practice. As a result, trainee teachers did not collect data during the course of teaching practice (*cf*. 5.3.2.3.). Finally, the papers submitted to the instructor revealed that the action research projects were not complete; they were only at proposal stage. Besides, the only difference among the five proposals was titles of the projects as it seemed that the trainee teachers had the same content.

In short, the action research project handed in after teaching practice contradicted what was framed in the curriculum framework and the objectives defined in the course guidebook. It was possible to conclude that there was action research project expected of the trainee teachers;

however, the action research proposal written by the trainee teachers were not found worthy enough to be analysed as a reflection tool for this study.

5.4.5. Trainee teachers' portfolios

The researcher analysed portfolios developed by trainee teachers in terms of content and organisation. The researcher came across two types of portfolios developed by the trainee teachers. The first one was given as a requirement for English Subject Area Teaching Methods II. The course instructor (TE2 from School A) gave the trainee teachers oral instructions on what was to be included in the portfolio. The trainee teachers used the guiding questions from the practicum guidebook to complete their portfolios. The second type of portfolio was done as a requirement for the practicum course. The supervisor (TE3 from School B) gave the trainee teachers reflection questions, extracted from the practicum guidebook, and the trainee teachers wrote portfolio reports based on the guiding questions. In the curriculum framework, the portfolio should be done as a requirement for teaching practice covering 30% of practicum evaluation score (*cf.* 3.10.9). The content of the two types of portfolios are not that different. Table 5.14 below shows analysis of the portfolios from School A.

5.4.5.1 Portfolios from School A

Table 5.15: Summary of analysis of Portfolios from School A

Summary Portfolios from School A				
Criteria for unit of analysis	**Cheru**	**Kiya**	**Ziyad**	**Remarks/ Comments**
Introduction	No introduction	Very short introduction about portfolio writing	No introduction	It is a good idea to highlight the content and the objective of the portfolio.
Table of contents	Table of contents indicating topic and subtopics in the portfolio	No table of contents	No table of contents	Cheru included table of contents which made it easy to check the areas he covered but the content was not rich.
Background of the school	Date of establishment Level of the school (grade 9 to 12) Name of the school at the beginning & number of the staff Name of the principals	Very short review of the school background starting from the date of establishment.	Background information about the school since the time of establishment up to now.	Three trainee teachers described the background of the school in their own way. The information enough and it was good they wrote it in their own ways.
Vision and mission statement of the school	Vision, mission, objectives and core values the same way they are written on the school board.	Vision, mission, objectives and core values the same way they are written on the school board.	Vision, mission, objectives and core values the same way they are written on the school board.	It was good to include it in the report but copying as itis not enough. They need to explain what the statements mean and why they were written on the place they are located.
Number of sections and average number of students in each class	Given a table indicating the number of students and section from grade 9 – 12 and the number of students, male and female enrolled	No information	Given a table indicating the number of students and section from grade 9 – 12 and the number of students, male and female enrolled for the	The information is important but trainee teachers need to explain how those numbers in one classroom can positively or negatively affect the teaching and learning.

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Criteria for unit of analysis	Cheru	Kiya	Ziyad	Remarks/ Comments
Summary Portfolios from School A				
	for the academic year 2018		academic year 2018	
Number of teachers	A table that shows the number of female and male teachers including laboratory assistants.	No information	A table that shows the number of female and male teachers including lab assistants.	In a similar manner, trainee teachers need to explain the impact of the number of teachers on the teaching learning.
General reflection	Broader reflection on what he experienced in the school. Reflection on the strong and weak sides of the school including the physical setting of the school to and the academic achievement.	No information	Exact copy of what Cheru wrote.	The content is very shallow and Cheru and Ziyad copied from each other. The reflection does not show any linking with theory or their experience. It was simply narration of what they heard about the school.
Explanation of events during observation	Students behaviour Students' language skills Unpunctuality of the students Poor classroom participation	Reflection on the impression she had about the school starting from day one to the last day, mostly negative.	Students behaviour Students English language skills Unpunctuality of the students Poor classroom participation	They reflected their opinion and experience about the students. However, the reflection a complaint than critically analyzing 'why' in terms of theories of language teaching learning
Conclusion and recommendation.	General reflection on the English language learning ability of the students and suggestions on helping them improve their language learning.	No information	No information	Cheru's reflection under this section looks professional, because he addressed his practicum experience in terms of teaching English subject and gave comments from his personal experience and from the theories he was taught at the university.

The researcher analysed School A trainee teachers' portfolios. Their portfolios have somewhat similar format but the organisation of contents was standardised and uniform. The questions they raised under the themes were somehow close-ended and required only descriptive reflection. The general reflection section was relatively open-ended and initiated critical thinking and reflection linking trainee teachers' observation and experience with the theories of language teaching. Nevertheless, the trainee teachers chose to copy from each other rather than reflecting based on their own experiences. Cheru wrote his own reflection but Kiya copied exactly the same statements which were not consistent with her responses in earlier sections.

> *Generally school A allows and makes pupils familiar to control and manipulate their environment. Even the families ask their pupils and teachers to show their results. This is what should be encouraged. Particularly grade 9th pupils were very disturbing inside the class and very stagnated academically because of my effort they totally brings behaviorally changed and they become active academically. Mainly in English language they got some progression which means they can speak in English very nicely and after the end of unit ten lesson, I gave test and they scored a nice result.(cf. Cheru,)*

Their reflection in general was very superficial. It did not address the points from the practicum experience and did not link the course with their teaching experience. As stated above, they developed the portfolio as a requirement for the course *English Subject Area Teaching Methods* but they mentioned nothing about the course. The checklist included in the practicum guidebook directs the trainee teachers to address the detailed elements from practicum experience and the course experience. The questions given were both open-ended and close-ended that would prompt the trainee teachers to practise reflection at different levels. Cheru claimed that he referred to the practicum checklist to develop his portfolio, but except for the content table his report did not include the details as outlined in the checklist.

5.4.5.2 Portfolios from School B

The supervisor from School B used the checklist to guide her supervisees to develop their portfolios. Two trainee teachers' portfolios were selected from School B (Tena and Fana). These trainee teachers developed their portfolios based on the guiding questions extracted from the practicum guidebook. Differing from School A portfolios, these portfolios were uniformly organised in terms of themes and guiding questions. The table below summarises the analysis of the portfolios.

Table 5.16: Summary of the analysis of Portfolios from School B

Themes and sample guiding questions	Tena	Fana	Remarks
School teachers mechanism for handling misbehaviour			
How did the teacher respond when misbehaviour occurs? Reflection: What do you think is the cause of the disruption? Reflection How do you evaluate the reaction of the teacher? What would you do if you were in the teacher's place?	Teachers try to control the class very well. He keeps on calling names and telling them pay attention. He told two students to go out. I will study reason why they disturb and try to solve that. If not working I will follow what the teacher did.	The students disturb in the class because they lack interest, but the teacher ask them question or tell them to come to the front. Clubs and medias improve students communication	Both of them agreed that students misbehave Tena made better point on how to improve the situation but Fana's missed point.
Classroom observation			
Do students participate in the classroom? Does the teacher use questions of different levels? Is the sitting arrangement suitable for the teaching and learning? Write your additional observation	Students were not interested and interactive. Self-evaluation mechanism should be used by the teachers to improve their teaching and managing the students.	The students sitting arrangement was not good. The teacher may talk to the parents to improve the behaviour of the students.	Both of them didn't give enough response on the issues raised. They still focus on students behaviour. Fana's frequently missed the point of reflection..
Lesson plan evaluation			
1. Is the lesson plan derived from, and related to, the unit of study? 2. Is the lesson likely "doable" within the available time? 4. Write additional comments	No information	No information	Probably they didn't get the chance to see the lesson plans.
Lesson observation			

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Themes and sample guiding questions	Tena	Fana	Remarks
Was all explanatory information provided at the top of the plan? if not, What was missing? Were the objectives appropriate for the development level of the learners? Was the lesson performed according to the plan? What do you suggest to improve?	All the relevant information was given. Lesson was managed according to the plan. The objective was not accomplished because of the behaviour of the students.	I tried to include the information on the top of the plan Specific objectives were accomplished through learning activities.	The replies were confused. Tena gave information that contradicted and unjustifiable. Fana is confused about what was asked.
Materials and textbook evaluation			
Does the text create deeper understanding of content Does it utilize authentic assessment Are there sufficient support for teachers Give summary or recommendation including strength and weaknesses of the textbook	The number of books is not sufficient. Portion of the book is to broad to be covers in the given time. Teacher doesn't have time to motivate the students b/c of their number. The activities are not bad if the students are supported by the teacher.	There are not sufficient materials. First I tried to manage the time properly. Assignments and group work, asking questions and answering are important for the lesson.	Tena gave reflected well on the points under this theme. Fana gave confused reply; may she didn't understand the point.
General reflection on practicum experience			
What aspect of the school practice did you find interesting? Why? Which aspect of your school observation did you find more difficult? 3. What can you do to improve this difficult situation?	I like the way the teacher handle the students' behaviour. Practicum is very important part of the training but time should be improved one month was not enough. Smooth relationship among the staff, department, and office beholders, The way of participating school community, family members.	I liked most about practicum was content delivery, eye contact etc. I also like the students' attention. My suggestion for practicum is developments of clubs to support students in different tasks.	Tena gave consistent response about the behaviour of the students, and suggested to improve the duration of the practice. Fana gave contradicting response about students' behaviour.

The checklist gave the trainee teachers both open-ended and closed questions to reflect on their practicum experience. From the researchers' points of view, the checklist was very helpful for them in two ways: firstly, it focused on issues they should pick up on when reflecting on their practicum experience. Secondly, the open-ended and closed questions helped them practise different levels of reflection, descriptive or critical, about their practicum experience. However, there is no evidence if they are giving genuine or made up responses because from the observation and from the interview data, it was clear that they did not collect or record any data during the time they were observing or teaching (*cf.* 5.3.4.4). Besides, the responses seem inconsistent and irrelevant. In line with this, the researcher analysed a sample of the responses given by the two trainee teachers, Tena and Fana.

Both trainee teachers emphasised their reflection on the behaviour and participation of the students in the classroom during classroom observation and during the actual teaching practice. Fana's reflection on similar issues under a different section was inconsistent. First she said that she appreciated the effort classroom teachers made to make students behave in the classrooms. On the other section she wrote: *Teachers failed to manage their classes well*. It seems she had different perceptions about classroom management and students' behaviour. Or else, she did not draw evidence or data based on the guiding questions. In the general reflection and evaluation section, there were probing statements but she made neither clear nor relevant to the issues raised. She said: *My suggestions for practicum are the development of clubs in the schools in order to support the students, to improve the number of girls*.

Tena's replies were relatively relevant to the points. He was also consistent with his answering when he made a statement about the things he had learned during practicum as a whole and during the school observation. However, some of the points were not evident. From researcher's observation, the trainee teachers did not get the chance to evaluate the participation of the school community, the family and the communication among the staff and the office beholders. But Tena wrote that he liked the smooth communication among the staff members and the involvement of the community. Under the general reflection section, he also wrote the following: *Discussion with the family of the students is very useful and interesting. If the school doesn't invite the school community to participate, the school might fail* (Tena).

It seemed that he was giving advice to the school administration to involve the community to handle the behaviour of the students and for sustainability of the school. But he did not address the point what aspect of the observation he found interesting. It was not also clear that if Tena observed the involvement of the school community during his observation. The interview data indicated that they had only a single day for classroom observation (*cf*. 5.3.2.2). Besides the trainee teachers complained that there had no support or interaction with the other members of the school community except academic vice-principals. That means they did not have the opportunity to observe the interaction of the school community with the parents and their contribution to the school. Thus, Tena's response was not genuine information.

The data from the documents showed that there are discrepancies between what is planned and what is included in the content of the materials. In relative terms, the course outlines look as though they are aligned with the curriculum framework. The objectives are also derived from the objectives of the curriculum framework in educating reflective secondary school teachers. The course outline also suggested teaching strategies that encourage critical thinking, practice-oriented, interactive and engaging approaches. They also recommended a variety of assessment techniques that include school attachments, practical activities and collaborative learning in addition to paper and pencil examinations. On the contrary, the course materials are theory-oriented. Basically the course, *Teachers as Reflective Practitioners* is meant to equip trainee teachers with the theoretical framework and skills that enable them link PCK, SCK with the schools realities in Ethiopian context. However, the data revealed that the course material is all about theories of reflective practice and its place in teaching and learning. *English Subject Area Methods* course gives space for reflection and practical tasks except the fact that the theoretical content is too broad as compared to the time allotted. Besides, teacher educators claimed that they prepare the trainee teachers for paper and pencil examinations rather than practice-oriented assignments.

The trainee teachers' portfolios and action research project reports did not indicate authentic reflection. Even if there were guidelines and probing questions, their portfolios were read as contradictions displaying low levels of descriptive reflection. The action research project was not complete and even the proposals were copied from each other. These documents cannot form evidence for any level of reflection. Therefore, it is possible to conclude that both trainee teachers and teacher educators did not do tasks for real reflective teaching and learning.

5.5 QUALITATIVE DATA: OBSERVATIONS

As it was explained in Chapter 4, the researcher conducted four phases of observation. The first one was while trainee teachers were practicing micro-teaching lessons at the university. The second was on the first day the trainee teachers were sent to the secondary schools and welcomed by the school principals. The third one was while they were teaching in the secondary classroom. This time, both classroom activities and outside the classroom activities were observed. The fourth and final one was while they were attending feedback sessions with their supervisors. The observations were guided by checklists supported by detailed notes (Appendix H). The following sections present the data from each observation phase.

5.5.1 Observation I: Micro-teaching lesson observation

Observation: The first phase of observation was conducted during the micro-teaching sessions at the University as a requirement for the course *English Subject Area Teaching Methods*. There were 27 trainee teachers but only five trainee teachers were given the opportunity to teach, each representing their respective groups. Each lesson was scheduled for 20 minutes though in reality, there were disparities in the length ranging from 22 minutes to 12 minutes. Teacher educator TE2 gave general instruction about the length of the lessons (20 minutes) but each needed to cover the structure of a full lesson. Information about the grade level was to be given so that the class would be able to evaluate the lesson accordingly. The trainee students were to play two roles: one as students attending the lesson, and secondly as professional trainee teachers learning from the presentations and giving constructive feedback. Table 5.16 below describes the type of the lesson taught by each group.

Table 5.17: Description of lessons for peer-teaching

About the Lesson	Group I	Group II	Group III	Group IV	Group V
Type	Grammar: Grade 9	Listening: Grade 9	Reading: Grade 10	Speaking: Grade 10	Writing: Grade 9
Title	Simple past tense	Weather forecast	Business and tourism	Expressing opinions	Summary writing
Duration	18 minutes	12 minutes	15 minutes	22 minutes	19 minutes

Feedback session: Feedback sessions took place after each lesson to identify the strengths and weaknesses of the presentation. In order to reflect on the lessons, guidelines for reflection were given to the trainee students. These points included:

- **The lesson**: difficulty level, content appropriateness, context, activities
- **Teaching methodology**: classroom management, teacher student teaching time, engagement of the students, feedback provision, teaching material
- **Presentation**: confidence, language, voice projection, eye contact, appearance

Teacher educator TE2 invited the presenters and the group members to reflect on their own lesson presentation. Then the whole class was asked to reflect on each lesson, and finally the instructor gave comprehensive feedback.

From the researcher's observation, the feedback session was not as interactive as the instructor had hoped or expected. The text box below gives an example of the trainee teachers' responses:

The instructor: Okay, how did your lesson go?

Presenter: I think it was very nice.

TE2: What made it very nice?

Presenter: (silence or looked at the class as if they would tell what she/he should say)

This kind of dialogue, where the trainee teacher/presenter found difficulty in articulating what he/she thought about the presentation, was common during every presentation. The instructor then invited the group members to comment on the lesson: *Did he present the lesson the way you had planned?* He added another question: *Do you have something to add?* Generally, the class was quiet and did not respond, although there was eventually some response from Groups II, III and IV.

Responses, when they eventually were offered, included aspects such as the presenter reading the text only once which would probably not be adequate for the students and the presenter not referring to the text when he elicited answers from the students. Other comments ranged from the students not being drawn in to participate in the lesson and the presenters' weak classroom management.. Methodological gaps during the presentations were noted, and issues such as language, spelling and difficulty level were raised. Trainee teachers were at first reluctant to comment on each others' lesson presentations but later did offer some comments based on their

observations. It seemed that trainee teachers did not consider the peer teaching as real practice for reflective teaching and learning and a practical learning session. However, observing peer lessons and commenting on the strengths and weakness would have assisted trainee teachers in developing reflection skills. At the end of each session, the instructor gave feedback based on the elements above, which was detailed, constructive and substantial.

It can be concluded that the presentations of the lessons gave the trainee teachers an opportunity to practise, but the comments from their peers was superficial. It seems that the trainee teachers seemed reluctant or unable to reflect on their lesson presentations, other presentations or on the teacher educator's feedback. The trainee teachers were not critical about the lessons, so micro-teaching session was in general not as interactive as it was supposed to be. However, two trainee teachers, Tena and Cheru (*cf*. 5.3.4.2) mentioned during the interviews, that they considered the micro-teaching lesson as a very good experience where they received important feedback from the instructor.

5.5.2 Observation II: Observation of the school orientation

According to the school-based practicum guidebook, trainee teachers were to have one week intensive school observation. Observation II was to be conducted during the school-based practicum and done on the first day of the trainee teachers' arrival at the secondary schools.

5.5.2.1 Observation II at School A

On the first day of the first practicum week, the researcher arrived at School A but trainee teachers were not there. The academic vice-principal informed me that it was examination week so they were not expecting the trainee teachers that day. A phone call to Department of Teacher Education confirmed that trainee teachers would begin their observations on the Wednesday, which meant that two days of observation were missed.

On Wednesday, when the trainee teachers arrived at the school, they found the principal in a rush administering model examinations for Grade 10 students. He was not in a position to welcome them properly but suggested that when they arrived the following day, he would be ready with class assignments for classroom observation and teaching practice. He asked four trainee teachers to help the classroom teachers with invigilation of the examinations.

The following day, trainee teachers were assigned to classes, each without regard to their respective fields of specialisation. Ten ELT trainee teachers were assigned to this school with five assigned for the morning shift and five for the afternoon shift. This information was clearly posted in the office. On arrival, the academic vice-principal met the trainee teachers and informed them about the classes and the schedule, reminding them to go the staff room to check the schedules. He also handed out textbooks and other teaching materials. When three English teachers, who had been informed about the teaching practice, arrived at the office, they were told to take the trainee teachers with them and allow them observe their classes.

As mentioned earlier, the academic vice-principal and the classroom teachers know the procedures in their schools and follow things as a tradition. However, there was no orientation for the trainee teachers and the classroom teachers and as a result, there was confusion about processes and procedures in this new environment. The trainee teachers asked the classroom teachers about the schedule; one the English teachers took all of them to the staff room and assisted them with reading the schedule. All trainee teachers were assigned to teach Grade 9 students.

The trainee teachers, by arriving at the school on the Thursday, had only two days in the first week of the school-based practicum to observe classes. At the end of the first day, classroom teachers told the trainee teachers to come back the following day to start classroom observation. However, the day ended with no introduction or briefing and only one day was left for classroom observation. It was clear to read the confusion and the distress on the trainee teachers' faces when they learned that there was no briefing as they were hoping.

5.5.2.2 Observation II at School B

Similarly, the second observation started at School B on the first day of the trainee teachers' arrival, on Tuesday, first practicum week. At School B, the environment was relatively stable and organised. The trainee teachers arrived at the school early even before the students entered their classes. When the researcher arrived, the seven ELT trainee teachers were sitting outside waiting for the academic vice-principal to finish dealing with the students and other office issues. The principal greeted the trainee teachers and took them to the staff room where few classroom teachers were waiting for their class time. She welcomed the trainee teachers, introduced the classroom teachers and the subjects each taught and then she invited the trainee teachers to do the same.

The orientation was very positive and encouraging. The principal focused on the behaviour of the students. She spoke about naughtiness of the students, but she was confident that the students would be happy to see younger teachers. She advised: *If you don't behave yourself as a model teacher and if you come to classes unprepared on the first day it becomes very difficult for you on the following days.* She added that punctuality was important always. Her brief orientation (in just six to seven minutes) was an inspiration for the trainee teachers.

Classroom teachers were asked to take three to four trainee teachers to their classes and allow them to observe their teaching until classes could be arranged for each. At the end she said: *There is no need to waste time. Go and start; you are already late.* These trainee teachers were meant to have more observation days than the trainee teachers at School A; but, trainee teachers reported that they had had only one or two classroom observations. Because of the briefing and the warm welcoming of the academic vice-principal trainee teacher at School B felt enlightened. Besides, the school was small and less crowded.

5.5.3 Observation III: Lesson observation

Observation III was conducted from week two to week four while the trainee teachers were on teaching practice. The classroom teaching activities of five trainee teachers were selected for observation: three from School A and two from School B. Outside the classroom activities of the trainee teachers were also observed. The researcher was guided by the observation checklist (Appendix C) while observing the classroom teaching activities and outside the classroom activities.

After every lesson observation, the researcher took intensive notes and also posed a few questions for the trainee teachers to evaluate their on-action reflection. The conversation is included in this observation section.

School A: Lesson Observation I

School A	Lesson: Grammar lesson (present perfect tense)
Trainee teacher: Ziyad	Length: 40 minutes

Before the trainee teacher introduced his lesson, Ziyad asked the class to think about what they had previously learnt by asking: *What were learn yesterday?* Although his question was ungrammatical, students understood and tried to reply. After asking the class to open their textbooks to page 67, he told them that they were going to do the grammar activities. He gave them notes supported by a few examples about form and the use of present perfect tense, which took twenty minutes. He focused more on explaining the form, an old traditional grammar teaching approach, then gave the students the exercise in the textbook to be completed. During the student activity, Ziyad moved round and checked how the students were doing. He found students without books and took them to the tables where textbooks were available, which also took much of his time. Once all students had completed the exercise, he very quickly went over the exercise with the whole class. However, he did not have time to evaluate individual learning differences and when the bell rang, he left the room in a hurry.

The table below displays the on-action reflection conducted with Ziyad.

Researcher	Ziyad
R: Where you nervous?	Ziyad: Yes I was very nervous
R: Why? You were really good in managing the class, moving around telling them what to do.	Ziyad: That was better but 40 minutes was too long to talk and stay in front of the class.
R: But it was a language classroom you needn't talk too long you should give them tasks and they can be practicing by their own. Why was the note necessary?	Ziyad: You are right that was what we were taught but the classroom teacher told me to give them note. He said the note in the text was not enough.
R: What did you learn from today's class? What will you improve?	Ziyad: Except my nervousness I think it was good
R: How about your grammar? You were making mistakes.	Ziyad: Really? Actually I have to always read grammar notes. I realized that my grammar was very poor.
R: Yes, it is good to update yourself. How about your lesson planning? Did you teach according to the plan?	Ziyad: No, the time was very short. I was also to teach them the reading lesson but no time?
R: What took too much of your time? Did you notice that?	Ziyad: The discussion?
R: Actually there was no discussion you took too much of the time writing the note on the board and explaining that.	Ziyad: Imm… (No reaction here. Because he was not sure about his time management)
R: What do you say about putting two items in one lesson in your lesson plan? Is it pedagogically advisable?	Ziyad: No the time will not be enough. I have to cover the lessons in time.

The classroom teacher influenced Ziyad in the way he has to teach the lessons. The classroom teacher used traditional grammar-oriented English language teaching methods and that influenced the trainee teachers. Ziyad accepted that he was doing the lesson contrary to way they were taught. He said: *But the classroom teacher told me to give them note.* Ziyad realizes that his grammar was very poor as an English teacher. However, this reflection only came when the researcher asked probing questions. At the beginning when the researcher asked a general question about what he learned from the lesson and what he would improve for next lesson, Ziyad was not able to pick out the details. He did not specify what went well and what needed to be improved in detail The researcher attempted to check Ziyad's reflection on pedagogical explanation about teaching two grammar items in one lesson but Ziyad's said: …*the time will not be enough. I have to cover the lessons in time.* He could not justify the strategies he used according to pedagogical theories. His concern was only time.

School A: Lesson Observation II

School A	Lesson: Reading lesson
Trainee teacher: Kiya	Length: 40 minutes

The trainee teacher Kiya started her lesson by asking the students the previous day's lesson, asking: *What was yesterday's lesson about*? She drew the students' answers randomly, but she did not reflect on the responses. It seemed that the students were deliberately telling her different things and wrong answers but she did not react. Although she looked confident, she did not react to incorrect responses.

Then, she introduced the daily lesson and wrote the title of the reading text on the board. She told the students to go to the textbook and answer the comprehension questions according to the reading passage. Before the students began reading, she asked one student to read the text aloud. While the class were answering the questions, she moved around the room and checked if everyone had a textbook and if they were all engaged in the activities, a practice learned from the classroom teacher. Each table had at least one textbook for three students to share. Without giving them time to read the text, Kiya asked the students to answer each question orally. It seemed that Kiya was rushing the lesson. Of importance, if that Kiya did not guide the students on using any specific

reading strategy. She then randomly wrote the answers on the board. However, some students were misbehaving giving her wrong answers which she tended to ignore.

Soon after, she introduced a vocabulary lesson: *Next we are going to read these words aloud and identify their synonyms from the given list.* She read the first word aloud and asked the students to identify the synonym. They replied as a whole class. She told them to work in groups to read the words and quickly identify the synonym for each word. Kiya did not define the groups nor the numbers per group, nor. Did she give them time to move into groups. Students worked in groups of three in one desk. After a minute or two she said: *Let us do it together* and within five minutes she had revised the whole lesson starting with the reading lesson. Kiya did not give the students enough thinking and learning time. When she asked if they were queries, the class were quiet; it seemed they preferred to say that everything was clear and that they understood. This lesson was taught in the traditional way with the teacher dominating, and although students had activities to complete, they were not given time to think and react.

The table below displays the on-action reflection conducted with Kiya after the completion of the lesson.

Researcher	Kiya
R: You look happy and excited. Why is that?	Kiya: Yes. I did it the same way I planned. I taught both reading and vocabulary lessons.
R: But don't you think you were a bit rushing? Do you think the students internalized the lesson and got time to practice?	Kiya: Yes, the topics of the lessons were not difficult. Students answered them easily. Besides, the classroom teacher told me to cover the lessons by the end of practicum; I was trying to do that.
R: But, was that the objective of the lesson? Was the reading only to answer the questions? How do you know if they were answering from their prior knowledge? You didn't even give them time to read the text?	Kiya: (No reaction here)

R: Why did you ask the student to stand up and read the passage aloud?	Kiya: because that will help them understand the text when they read aloud.
R: Do you think this helps them develop their reading skills? How do you relate this with the methodology course?	Kiya: But you know it is difficult here. Time is short. Plus the students do not do according to what you plan. When we did the peer teaching our teacher told us to do pre, while and post reading activities. But the activities in the textbook are not written in such a way. But some are. Still the time is the problem
R: But you believe that should be the way?	Kiya: May be in the future. Here the students don't obey. Plus the classroom teachers told me to cover all the activities in the text.
R: What did you learn from today's class? How do you reflect?	Kiya: Today's class was good but I have to manage the class better than this. Some students were bad examples for others. I didn't know what to do without wasting time and disturbing the others.
R: Was that why you were ignoring them when they were giving you wrong answers	Kiya: Yes. If it was only one student I would call him/her outside and give him advise. But there were many to talk to them individually. It will also take time.
R: You are right that is one strategy. But If you don't tell the correct answer, how do they learn that was wrong or right answer?	Kiya: I will try that next time.

The classroom teacher did not understand that Kiya was there to learn not to replace him and cover the lesson for him. Kiya taught a reading and vocabulary lesson in one period; she did not give students time to either read or to think. Kiya was happy with her lesson showing some energy and confidence. She said: *I'm happy because I did both the reading and the vocabulary lessons.* The classroom teacher made her focus on the number of pages to cover and not on the teaching practice or the students' learning. Kiya argued: *The topics of the lessons were not difficult. Students answered questions easily. And, the classroom teacher told me to cover the lessons by the end of practicum; I was trying to do that.* Kiya also complained about the organisation of the reading activities in the text: O*ur instructor told us to do pre, while and post reading activities. But the activities in the textbook are not written in such a way.* She did not realise that that was also her responsibility to add some activities.

It would have been helpful if Kiya had understood her gaps. But she neither realised the objective of her teaching nor justified her actions. She did not critically see the objectives behind the reading or the vocabulary lessons. Moreover, her perception for the teaching practice was wrong. She did not take it as an opportunity to put the theory into practice and identify the challenges to the next step. She was trying to do the job for the classroom teacher rather than practising teaching as she had been taught in her courses. Kiya needed support to become a critical reflective practitioner.

School A: Lesson Observation III

School A	Lesson: Speaking lesson, use of expression of opinion
Trainee teacher: Cheru	Length: 40 minutes

Cheru introduced the lesson by asking: *What did we learn yesterday?* Many students raised their hands but he only took took answers from students sitting at the front. There were students at the back who did not even acknowledge his presence or realise what he was saying. He did not give any attention to those students. In the introduction to the daily lesson, Cheru gave the students quick notes explaining the definition and the types of the expressions used to express opinions. Then he assigned students to sit in pairs and read the dialogue in the textbook. After a few minutes, he asked students to identify the expressions used in the dialogue. Two issues arose: there were not enough textbooks and some of the pairs could not read the dialogue. Cheru, realising that there was a problem, asked the class to write their own similar dialogues in pairs and he translated the instructions in the local language. While they were working on writing the dialogues, Cheru moved around the class and tried to help those who did not understand the instructions or who were unable to write the dialogue. He even gave examples to students without textbooks or to those who could not read the model dialogue. At the end of the activity, two pairs were asked to read the dialogue for the class. After the class we had some reflection time.

The table below presents the on-action reflection conducted with Cheru after the completion of the lesson:**Researcher**	**Cheru**
R: How did it go?	Cheru: Uph… it was not bad (he didn't seem sure about what he did)
R: Your classroom management was good. You were moving round and help each group to do the task, but you didn't pay attention to those sitting at the back.	Cheru: Those are very difficult students usually say something different than what I ask them. So I shall ignore them.
R: Is that how you will be reacting to difficult students?	Cheru: In the future it will be different when I teach my own students. They know that they should respect me. But these students don't take me as a real teacher.
R: Why did you tell the instruction in Amharic? You were also translating some terms into Amharic. Do you have any reason for that?	Cheru: Imm… they don't usually understand instructions, so it is better to tell them in a language they understand. Sometime that won't be enough so I have to give them examples or show them some models.
R: What was challenging today?	Cheru: The time; time was not enough for speaking class.
R: How would you improve this for the future?	Cheru: If it was my own class I would use some mechanism to force them bring their textbooks. And that would help me to save time, I think.
R: How about the time you took to write the note and explain the note?	Cheru: That was what they always expect from me. Also the classroom teacher told me to give them note.
R: Doesn't anything clash with what you were taught at the university?	Cheru: Of course there are so many things that clash with what I know from the university during micro-teaching and methodology classes.
R: For example?	Cheru: they expected us to give them note every time and teach them mostly grammar. I try to help them speak and practice the language but not willing. They don't care about improving their English; their concern was always about the national exam.

Cheru perceived that the students did not take him as a 'real' responsible teacher. Rather than challenge those who were misbehaving in his class rather, Cheru ignored them. He believed that the situation would be different with his students in the future. He said: *In the future it will be different when I teach my own students. They know that they should respect me. But these students don't take*

me as a real teacher. Cheru's classroom management and confidence was good in the classroom compared to the other trainee teachers. However, he looked uneasy when speaking about how he managed the lesson. It seemed he was challenged by those misbehaving students.

He tried to justify what he did in the classroom. However, he was concerned that the classroom teachers did not allow him to handle the classes in his own way. He said: *so many things that clash with what I know from the university during micro-teaching and methodology classes. Also, the classroom teacher told me to give them note*. Cheru reflected that the students' attitude towards the speaking lesson was also the other challenge. *They expected us to give them note every time and to teach them mostly grammar. I try to help them speak and practice using the language but they were not willing. They don't care about improving their English but their concern was always about the national exam.*

Conclusion of Classroom Observation for School A

Although trainee teachers had attended university courses on methodology and participated in micro-teaching, it seems that classroom teachers influenced their teaching. The classroom teachers did not give them the freedom to practise teaching according to the way they were taught. For example, all trainee teachers took time explaining things and writing notes on the backboard like content subjects, which affected time needed for students to practise and develop reading and language skills through learner-centred activities. In each case, the trainee teachers justified this as classroom tradition of the school where both the classroom teacher and the students wanted them to teach a specific way. Even if the trainee teachers understood how they should teach lessons, they did not challenge the classroom teachers. They just did what they were told them to do. The absence of the supervisors made the trainee teachers less confident.

It is also usual experience that some students may deliberately challenge beginner teachers. Trainee teachers did try hard to teach allocated lessons, but were challenged by the students who did not take them seriously. Presence of classroom teachers could have helped them to minimise the frustration caused by the misbehaving students.

In short, trainee teachers' in-action and on-action reflection was not critical and focused. Their responses to the questions the researcher raised were excuses rather than deep reflection on their practice. With the exception of trainee teacher Cheru, they were unable to link their practice to the

theory learned during PGDT courses. The dialogue between the researcher and the trainee teachers indicated that trainee teachers need support from their supervisors, peers school teachers and students to be critical about their teaching, and reflection before, while and after the lesson,

School B: Lessons Observation IV

School B	Lesson: Grammar lesson (present perfect tens questions and tag questions)
Trainee teacher: Tena	Length: 40 minutes

Tena began the lesson by reminding them of the previous lesson, rather than asking, giving them a few examples orally. Then he wrote the title of the lesson on the board and told the students to turn to page 67 in the textbook. He wrote some examples on the board and asked the students to form similar sentences of their own on the board. The sample sentences were grammatically wrong. When one student reflected on the error asking if it was right to say *My father* has been working in *her* office? He did not acknowledge the student; he just corrected the error. He again wrote another example with a grammar error. *Where did my father worked?* Students began murmuring and one student spoke the error out loud. Tena heard the comment and replied that it did not matter as it was possible. This caused confusion in the class.

Tena then asked the students to give sentences in their present perfect form, which were written on the board. He asked the students to change these sentences into questions and then into tag questions. When Tena wrote the examples on the board, he confused question forms with tag questions. The student, who had commented earlier on the error, raised her hand and asked if the statement written on the board was a question or a tag question. Tena looked confused and ignored the question. The student in an effort to find the answer, flipped through the pages of the textbook. Tena told the students to query anything unclear or offer comments, but when they did so, he ignored them and looked confused.

At the end of the class Tena asked: *Okay how was today's* lesson? Good? He wanted the student to confirm that the lesson went well; however, they did not respond. I think he took the response positively; but probably the students did not want to comment on the lesson.

Immediately after the class we had a few minutes at the tea room to discuss the lesson. The table below presents the on-action reflection conducted with Tena after the completion of the lesson:

Researcher	Tena
R: How was it?	Tena: It was very nice.
R: What made it very nice?	Tena: As you saw the students were participating.
R: What did you learn from today's class?	Tena: It was good.
R: Was it challenging? Did you find the students questions challenging?	Tena: No but it was interesting.
R: One student asked you the difference between question and tag questions. And you didn't answer that and you were also confusing the two.	Tena: Is that?
R: Yes. How are you going to fix this for next time?	Tena: You mean about tag questions?
R: Yes. You have confused them. I think you shall read and make some kind of correction for next class.	Tena: Imm … okay I will read and see that again

Tena was over confident about himself and the lesson at the beginning of the conversation. He had a smile as he responded: *It was very nice… As you saw students were participating* He was ignorant of the things he needed to improve as a language teacher. When the researcher asked what he learned from the day's lesson, Tena replied: *It was good. ... It was interesting*. He was just overwhelmed by the students' participation and took that for granted. However, he did not realise what he has to focus on. He made grammar errors while teaching the lesson which he not recognise. When the researcher gave him a clue he replied: *Is that*? But accepted the researcher's comments agreed to make reading about *questions and tag-questions*. Tena's English Subject content knowledge (SCK) was below the standard. But his pedagogical knowledge and skill was encouraging. From the researcher's unstructured observation, the academic vice-principal witnessed: *Tena is very disciplined and dependable teacher*. This indicated Tena needed support to work on balancing his subject content knowledge, pedagogical knowledge and skills.

School B: Lesson Observation V

School B	Lesson: Reading lesson
Trainee teacher: Fana	Length: 40 minutes

Fana introduced her lesson and immediately started writing notes on the board under the title of the reading text: *Newspaper articles.* She defined the words newspaper and article, taking 15 minutes, then she explained the content of the notes. She asked the class: *What is newspaper?* and randomly took the answers addressing all corners of the classes. One student said: *Newspapers are printed only for news.* Another student replied: *They are not pilled like books; they are printed every day.* However, she did not react to their answers. Then she asked: *Do you know what article means?* She again took answers from the students; however, only a few students were paying attention as most were doing other things. Then she told them to sit in groups and read the passage in their textbook entitled *Newspaper Article.* All of the students moved to the table where textbooks were available. There were only five textbooks in the room. Five to six students were sitting together round one table. Then she directed them to answer the comprehension questions as they were reading. It did not take long to answer the questions and after five minutes Fana asked them the questions orally and they replied same way. When it was time to leave, Fana left the class without making any closing.

At the end we sat together and reflected on a few questions about her lesson which differed from her lesson plan. The table below presents the on-action reflection conducted with Fana after the completion of the lesson:

Researcher	Fana
R: How was the class?	Fana: It was good except students were disturbing.
R: Why do you think they were moving here and there?	Fana: Actually we had only a few copies of t[h]e textbook.
R: Why did you ask them to sit in groups for reading?	Fana: Because they didn't have their own book[.] That is the only thing I can do.
R: Did you tell them to bring their text book to the class or did you try to find some books from the office?	Fana: No
R: Do you think your reading lesson was successful?	Fana: Yes, I think so except they are disturbing the[y] were able to answer the questions.

R: Why was the note board explaining the title of the passage?	Fana: Because students ask me to give them note. they don't understand the topic they will n understand the text.
R: Do you thing that helps them to practice reading and develop the skill?	Fana: Yes. But they should understand the title.
R: How was your methodology course? Reading is individual is that not though there were other approaches?	Fana: But there was shortage of books.
R: I saw your lesson plan and what you taught today is absolutely different.	Fana: Imm … yes I was about to teach them th yesterday. But, there was a meeting.
R: It was not only that activities were different for same lesson you taught. Don't you think it is important to follow your plan as much as possible?	Fana: Yes it is important but sometimes it is difficu to follow the plan the time is very short in actu teaching.
R: What would you improve for next class?	Fana: I will try to teach according to the plan and will manage the class better than today.

In addition to the shortage of books, Fana did not clearly understand what teaching reading demands. She did not internalise the theory and bring it into the practice. When she replied to the question if her reading lesson was successful or not, she said: *Yes, I think so except they are disturbing, they were able to answer the questions.* She did not realise that reading was not only answering questions. She needed to realise the points to reflect on her actions and learn for the future. She did not check if they were answering the questions from their prior knowledge or from the passage because it was evident that most of them were not reading the passage (only one book for each five to six) and she did not ask them to justify their answers referring back to the passage. Secondly, she did not allow enough time to read the passage**.**

On the other hand**,** she accepted the fact that she could not manage the class well. Students were moving here and there when they could not read the passage because there were only five books for the whole class. She agreed that it was important to have a lesson plan though it was challenging to teach strictly following the plan. She was open-minded and ready to learn from her experience though she could not draw on the theories when reflecting on her teaching.

Conclusion of Classroom Observation for School B

Comparable to the trainee teachers from School A, trainee teachers at School B needed guidance to pick up points from their lesson to reflect on, which really hinders the depth and relevance of their

reflection. The classes were not as interactive as expected in order to facilitate reflective teaching and learning. Trainee teacher needed guidance and support from the supervisors, classroom teachers and their students. Thus, it is noted that collaboration and coordination of these actors is very important for the realisation of reflective teaching and learning.

The classroom teacher had also greater influence on the trainee teachers' practice. Their perception of the teaching practice was as a replacement teacher which negatively impacted the trainees' use of different teaching strategies. If the supervisors had briefed classroom teachers and trainee teachers and clarified the objectives of teaching practice, both parties would direction and focus for the teaching practice. Similarly the trainee teachers needed support with the use of textbooks. Even if the activities in textbooks were not well organised, with the help of supervisors and the classroom teachers, trainee teachers could have designing activities from authentic materials and filled gaps in the textbooks as suggested in the *English Subject Area Teaching Methods* course (*cf.* 5.4.2)

On the other hand, it was recognised that the trainee teachers were open-minded to reflect on the probing questions by researcher and to accept the comments though they sometimes tended to make excuses. This in general, shows that discussion and probing/guiding questions targeted reflection and resulted in critical and meaningful reflection for improvement. Trainee teachers' reaction to the supervisors' questions were guarded because they associated that with evaluation and grading. Thus, supervisors needed to make frequent visits and feedback sessions to develop a better relaxed discussion atmosphere.

5.5.4 Observation IV: Observation of trainee teachers' reflection outside the classroom

The researcher planned to observe if structured peer reflection sessions organised by mentors, supervisors or the practicum coordinator. The CPD (Continuous Professional Development) programme requires the school teachers to work in peer groups and discuss their teaching to promote professional improvement through reflective practice. Likewise, the researcher expected that peer reflection or group reflection would be one the strategies for trainee teachers to learn from each other in a similar manner.

However, structured peer or group reflection was not arranged for the trainee teachers. Instead it was interesting to observe the trainee teachers taking the initiative to discuss their experiences

during the teaching practice. The researcher observed that issues raised were important for their professional learning. Thus, researcher took intensive notes during the observation and summarised the most commonly discussed issues into six topics. Their conversations were in the local language but the researcher transcribed the data in English and organized the discussion issues in six points reported below.

I. The behaviour of the students

Students' behaviour was the most common concern among the trainee teachers. Issues such as playing tricks on trainee teachers, for example, sitting naked in class to get a laugh out the class mates, were discussed. It was recommended that this type of behaviour needs to be reported to the office. A further issue, considered a common problem, was student behaviour in class as they tended to be disruptive and unengaged. This was put down to lack of textbooks, either as insufficient copies in class or students not bringing textbooks in for the lesson. A solution for this type of conduct, which impacts on performance, is to give quizzes or activities only to those who had brought textbooks to school. It was suggested that results of quizzes and activities could be sent to the classroom teacher, which could motivate the students to take learning seriously. Trainee students realised the importance of being prepared for lessons, as this could cause disruption and bad behaviour with the students. Punctuality of students was cited as another issue. It seemed that students were not timely in coming to class after break, were often more than 20 minutes late for lessons and in some cases, did not attend the last lesson of the day.

II. Subject matter issues

As previously stated, textbooks were in short supply at both schools. This impinged on the trainee teachers as they felt that they did not have enough resources to consult in order to prepare for their lessons. In addition, some needed a grammar supplementary book and further resources as they felt that what they had learnt through their first degrees and the PGDT programme had not sufficiently prepared them for being English teachers. In order to teach English at secondary school subject content knowledge (SCK) and pedagogical content knowledge (PCK) both needed development. The gaps in their knowledge had been identified during the teaching. A similar idea was raised during the interview (*cf.* 5.3.2.3).

III. Methodology issues

It seems that there was confusion between what the trainee teachers had been taught in their methodology course at the university or what they have practised during peer teaching and how they were expected to teach at their particular schools. It seems that there was a total disconnect between the theory and the practice but at least the trainee teachers could identify this aspect and learn from the experience. In many examples, trainee teachers discussed English language methodology and how for example, reading and reading comprehension should be taught, how grammar should be taught and how speaking skills are taught and developed.

IV. Administrative issues

Trainee teachers from School A suggested that management of the schools was not what was expected particularly related to student behaviour. In this case, it related to punctuality of students and their attendance in class. This aspect was discussed earlier under student behaviour. On the contrary, trainee teachers from School B appreciated the academic vice-principal's devotion and how it relieved them when dealing with the students behaviour.

V. Supervision

Supervision, according to the practicum guidebook, should be continuous through the school-based practicum. However, trainee teachers raised concerns about how little supervision they were given during the month-long teaching practice. Comments such as *supervisor will not come this week*, *he came after 20 minutes, supervisors come in a rush* all indicate that supervision was limited; supervisors did not critique the whole lesson and seem to be short of time to spend with the trainee teachers. A further concern was the supervisor only commented on the lesson plan and did not watch the lesson.

VI. Assessment

As part of a lesson, assessment should be planned either as summative or formative. Trainee teachers discussed assessment and shared ideas of preparing questions and activities. Some suggested asking the classroom teacher to review and approve the questions. In many cases, trainee teachers commented on each others' examination questions.

The researcher realised that it was important that trainee teachers could openly share their experiences, commenting on each other's work and giving constructive feedback. The trainee

teachers supported each other in many ways. If it had been scheduled and guided formally, it would have been significant for practising reflective teaching and learning. Teacher educators also recommended (*cf*. 5.3.6.1) that peer reflection should be incorporated in the practicum programme to encourage cooperative teaching and learning and to create space for reflective practice.

5.5.5 Observation V: Observation of Supervisor/Supervisee Feedback Session

Among the roles of a supervisor, stated in the practicum guidebook, are giving oral and written feedback within a day of observation and assessing students' performance. The researcher found out that supervisors perform these two roles during the school practice. Thus, this observation session answers the research question: *How do supervisors support the trainee teachers to practise reflection?* Data from this observation also evaluated how well the supervisors and the trainee teachers play their roles as reflective practitioners in the programme. Consent was given for the researcher to audio record the supervisor/supervisee reflection sessions.

5.5.5.1 Observation V at School A

Teacher educator TE2 supervised ten ELT trainee teachers at School A. He started classroom observation on Thursday in the third week and finished the observation on Tuesday in the fourth week of the practicum. The length of feedback session with each trainee differed as did his observation in the classroom. The researcher observed and recorded the feedback session with three of the trainee teachers participating in this study, Ziyad, Kiya and Cheru. The supervisor's focus of reflection was on content knowledge, teaching methods, language, classroom management, time management, lesson planning, and professional personality of the trainee teachers.

School A: Feedback session I

Supervisor: TE2	School A
Trainee teacher: Ziyad	Length: 10 minutes

The supervisor TE2 began the feedback session by encouraging the trainee teacher to feel free and relaxed. TE2 told Ziyad that the session was to support him but also identify aspects on which to learn and improve in order to become a better teacher. The supervisor and Ziyad discussed the

lesson by going through aspects which the supervisor had noted. One of the issues raised was the trainee teacher's poor grasp of grammar and spelling. Although Ziyad was defensive about the criticism, he realised, with the supervisor's feedback and evidence noted during the lesson, that he should be well-prepared for the lesson, both grammatically and content-wise and *should be a good model for the students.*.

It seems that Ziyad should have taken the feedback as a learning lesson by asking the supervisor his opinion and elaborating on what were the strengths as well as the weaknesses of the lesson. The supervisor raised issues from different perspectives and tried to show Ziyad how he could improve in the future. He also commented on the lesson plan format and instructions given to the class; however, Ziyad was defensive and tried to justify his actions.

It is noted that if the lesson had been video recorded, it would have been more helpful for Ziyad to recognise the errors himself and with the supervisor's support, learn to correct them.

The supervisor commented on the strengths and gave positive feedback: *Your strength ... you have good control of the classroom which is a good quality of a teacher. I haven't seen this in other classrooms. Students were feeling your presence; you were moving here and there and checking who is on and who is off task.*

The supervisor asked Ziyad to explain what he would improve if he was given second chance to teach same lesson, he said: *In relation to this topic, 'opinion and facts,' I will improve the examples and make them understand what I wanted to teach and practice in real context.*

Although the supervisor tried to start the dialogue on a positive note, the feedback session ended quite badly as the supervisor criticised the way that Ziyad spoke English saying that his speaking ability was poor. Ziyad was not happy with the comments; instead of taking them as constructive feedback, he kept on denying the errors. Ziyad was not also able to give logical justification for the teaching methods he used; he made excuses saying it was an issue of time or because of the classroom teacher. However, in a similar manner, instead calming and helping Ziyad to recognise the problems, the supervisor himself spoke quite harshly. It is the supervisor's responsibility to create a friendly environment in which to develop good open communication to reflect on the teaching practice and accept the feedback positively in order to develop as reflective professionals.

School A: Feedback session II

Supervisor: TE2	School A
Trainee teacher: Kiya	Length: 5 minutes

At the start of this feedback session, the supervisor informed Kiya that this feedback would help her recognise her strengths and weaknesses as an English teacher. To begin with, Kiya discussed the topic of the lesson and the objective: *The objective was to teach about the structure of present continuous tense. And ….function and use* (Kiya)*.* Kiya acknowledged that, although she tried, she did not totally achieve her objective. This discussion went well with Kiya recognising her mistakes and being honest about her nervousness. This shows how reflective teachers recognise their own weaknesses and work to improve for the next time.

The discussion continued with understanding the presentation of a lesson inductively or deductively with the supervisor giving examples to understand inductive teaching. Their discussion illustrated what learning in practice means. Their reflection on how Kiya taught the lesson, linked the theory with the practice. This happened because Kiya was open-minded. She was also ready to learn from the reflection session; she was not worried about the grading. Kiya and her supervisor also discussed giving feedback to students, picking up on mistakes and correcting them, even when the teacher herself makes mistakes. An issue raised was time management and Kiya's overall performance: *time management is one of the challenges. But if you practice the same way you have planned and follow the lesson plan, it will help you to manage the time. I liked your presentation; you were very natural though you were a bit nervous* (TE2)

The supervisor positively ended the session with Kiya listening and accepting the comments, which were reflected both in words and in her gestures.

School A: Feedback session III

Supervisor: TE2	School A
Trainee teacher: Cheru	Length: 10 minutes

Immediately after class, the supervisor started the session without any introduction. He began the feedback session asking Cheru to remind the topic of the lesson. When he asked Cheru about the procedures, he found difficulty articulating it in English. The supervisor advised: *If it is difficult, you can tell me in Amharic.* Speaking English and Amharic, Cheru continued with his explanation. The supervisor asked about the objectives of the lesson and whether Cheru felt he had achieved the objectives of: *knowing what word stress means and identify them, identify syllables and pronounce words* (Cheru). The supervisor assessed whether Cheru was able to associate what he did in class with the objectives of the lesson. He felt that Cheru had not as he had not seen him: *making students practise the word stress* (TE2*).*

Through discussion of various approaches and activities, Cheru was able to notice the area he needed to improve: *I will change a few things. Example, I will first check for or activate their background knowledge of the students about word stress and pronunciation, then I will make them practice orally and writing on the board; practice will be more important. I will also improve my lesson plan and teach according to it.*

The supervisor was concerned that Cheru moved into teaching a reading lesson entitled *News letter.* This evidently was part of homework. Discussions on methodology used to teach reading followed with reading out aloud and answering question orally being discussed. Cheru tried to justify this methodology but he agreed with the supervisor that the students should read silently and answer the questions independently, if there were enough textbooks for each student in the class. Other issues were raised in the feedback session such as time management, giving enough time for the students to complete the tasks, techniques of grouping students, role assignment, language and authorising classroom activities. Cheru, on his part, raised question about managing misbehaving students and time management, noting: *Time is always the problem so I don't usually finish the lesson in time.* The supervisor advised Cheru to plan properly and try to implement the lesson according to the plan: *You can improve it through time. Practice makes you a better professional and that is why we are doing this reflection session*

The feedback session ended smoothly. This feedback session involved both the trainee teacher and supervisor, although the supervisor tended to dominate. It is appreciable that the trainee teacher asked for the advice and opinion of the supervisor on some issues and he was also able to refer to

theories of language teaching when he justified the strategies he had used in the class. Most importantly, he was open to and positive about the comments.

5.5.5.1 Observation V at School B

The supervisor at School B had seven supervisees and two of them were selected for this study. The supervisor came to the school on the third day of the fourth week of practicum and finished the observation in two days. The trainee teachers at School B were given an evaluation checklist in preparation for the reflection session and to prepare their portfolios accordingly. However, the supervisor followed a different pattern that focused only on the classroom teaching and learning and her observation. From the two feedback sessions observed, her reflection was highly influenced by the trainee teachers' performance.

School B: Feedback session I

Supervisor: TE3	School B
Trainee teacher: Tena	Length: 10 minutes

The supervisor started the session by asking about the content of the lesson. *Today's lesson was about tenses. There are four types of tenses and today we learned three of them, simple present tense, present continuous, and simple future tense* (Tena).

A discussion ensued about whether all three tenses should be taught at once. Tena justified the decision: *it would help them learn the difference between the tenses. Tense is about expressing time so the three tenses come together and easy to compare the differences. I asked them to write three sentences about what they did yesterday, today and tomorrow.*

The supervisor asked if Tena was also able to justify the procedures he had followed to teach the three tenses and link that with the theory courses. Procedures were discussed as well as issues such as defining the tenses. The supervisor discussed the issue of incorrect grammar when giving students examples and suggested that there are: *areas you need to improve as an English teacher.*

In order to teach a good lesson, teachers need to prepare in order to avoid such silly errors. However, if errors do occur in the lesson, it is the teacher's responsibility to correct the errors of the student in a manner that will not discourage them to participate. In this lesson it seems that Tena did not correct the errors, but: *he wasn't ignoring the errors deliberately;* he felt that the students would learn from their friends. The supervisor reminded Tena that teachers need to give direction and ensure that English is taught and then time is given for activities in which the students are involved to consolidate their learning.

School B: Feedback observation II

Supervisor: TE3	School B
Trainee teacher: Fana	Length: 5 minutes

The final feedback session was the shortest: only three minutes duration. The supervisor asked why Fana was nervous: *I was prepared but I said I was very nervous and the students were deliberately disturbing* (Fana).

In order to complete the classroom observations as soon as possible, the supervisor observed Fana teaching her lesson in a classroom where she was not assigned for the teaching practice. Unfortunately, in addition to the supervisors' presence and the new classroom situation, the students misbehaved even when the supervisor with instructing and doing activities accordingly. The supervisor advised Fana that she needed to work on improving her language skills as an English teacher and to be more careful and strategic with the students' behaviour. She also advised Fana to be prepared and practise before teaching a lesson, particularly as a beginner teacher.

The supervisor did not comment on the details of Fana's performance although it was her responsibility to give evidence-based comments. It would have been helpful if technical issues with specific examples from the lesson given in order to support Fana in reflecting on mistakes and using this to scaffold improvement.

In general, the feedback sessions with trainee teachers and supervisors, were educative although only a single session was observed for this study. Suggestions for improvement of performance as

an English teacher ranged from general methodology to subject specific knowledge and teaching skills. As the supervisors did not observe the trainee teachers for a second lesson, this reflection session was mainly to fulfil the requirements, not to check the trainee teacher progress or to provide them with support. The researcher also observed that each lesson observation did not last for more than 10-15 minutes and in addition, there was no written or recorded evidence given during the feedback session. As a result of oral feedback, no data was given which could be included in trainee teachers' portfolios.

5.6   CONCLUSION OF THE CHAPTER

This chapter presented the data obtained from interviews, document analysis and observation. The data from interview was presented under themes and sub-themes. Each theme and sub-them addressed the research questions that would assist the researcher in answering the main research question of the study. Data was also triangulated through document analysis and consecutive observations. The data from interviews, document analysis and observations depicted that there was gap between the plan for implementation of the reflective practice in the PGDT programme and the actual practice in educating ELT trainee teachers. The objectives of the teacher education programme, set in the curriculum framework, and the objectives of the courses were not achieved due to factors that compromised the implementation. The chart in Chapter 6 summarises the findings of the study in line with themes and sub-themes gathered from the data.

CHAPTER SIX

DISCUSSION OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

Chapter 5 presented the data, obtained through semi-structured interviews, observations and documents analysis, according to emerging themes and sub-themes. Chapter 6 extends the discussion on data by presenting a discussion of the objectives of the study in accordance with the conceptual framework of the study (represented firstly in a summary of findings *cf*. Figure 6.1). Then a conclusion is drawn and recommendations offered. As Richards and Farrell (2005:78) suggested, this chapter intends to interpret, discuss and justify the findings in light of the review of theoretical and empirical literature that this study is grounded on and curriculum framework (*cf*. 3.10) for educating secondary school teachers in Ethiopia. The chapter begins with a summary of Chapters 1 to 5.

6.2 SUMMARY OF CHAPTERS

Chapter 1 introduced orientation to the study. It gave background to the study, defined the statement of the problem, presented the research questions, the objectives of the study, the theoretical framework scope of the study, and highlighted the research methods and approaches. It also included a content summary of the chapters. Finally, Chapter 1 gave a definition of terms used in this study.

Chapter 2 conceptualised reflective practice and defined terms such as reflection, reflexivity, reflective practice, reflective practicum and reflective teaching. It reviewed the theories that underpin the implementation of reflective practice in teacher education. The theories included theories such as critical theory, critical reflective practice theory, transformative learning theory, teacher efficacy theory and social constructivism. Trends of teacher education programmes in the world, theories and models in English teacher education for non-native teachers, the need to change the existing culture in teacher education, in general, and in English language teacher education, in particular, were also discussed.

Chapter 3 defined the scope of reflective practice in teacher education, in general, and in ELT teacher education, in particular**.** The literature on the skills and components in reflective practice were presented**.** It also presented related literature on reflective practice as a component for the Post Graduate Diploma in Teaching (PGDT) programme and for teacher development programmes. The principles and elements of reflective practice were explained. The curriculum framework for Ethiopian secondary school teacher education in Ethiopia was reviewed. The roles and responsibilities of stakeholders, who run the teacher education programme from University and secondary schools, were also discussed. The reviews in Chapters 2 and 3 indicated the gap between the theory and the practice of ELT teacher education in Ethiopia.

Chapter 4 presented the research methodology applied to this study. It discussed the research paradigms and identified the research paradigm to which the study belongs. It mainly focused on the research design, methods, study area, sampling, data collection tools and procedures. Data analysis techniques were discussed. Data were collected via semi-structured interviews, observations and document analysis, and data was analysed qualitatively using critical discourse analysis (CDA). Finally, issues such as reliability, validity and trustworthiness, as well as ethical issues were also explained in this chapter.

Chapter 5 presented the data, the analysis and interpretation. It presented the data in emerging themes and sub-themes. Six themes addressed the research questions: 1. Perception of reflective practice in the programme, 2. Practice of reflection skills in the programme, 3. Collaboration, 4. Roles and responsibilities, 5. Challenges and opportunities and 6. Strategies to empower trainee teachers. The content of the documents were discussed according to the checklist. The data emerging from the observations was discussed based on the checklist and presented in different sections. It addressed each research question under several themes and sub-themes. The analysis also took developing issues into consideration which appeared while the analysis was in progress, which tends to happen in qualitative research as a result of its evolving nature.

Chapter 6 summarised the findings of the study. It discussed the findings in accordance with six objectives of the study, and answered the research questions. It concluded the study and offered recommendations. Limitations of the study and suggestions for further research were also included in this chapter.

Chapter 7 proposed a framework to educate reflective ELT trainee teachers in the PGDT programme. It explained the components and directions for the implementation of reflective practice in ELT teacher education programmes. The theories that support the proposed training framework were also summarised in this chapter.

6.3 DISCUSSION OF FINDINGS

The discussion of the findings, presented below, and related to the six objectives developed for this study are firstly summarised in Figure 6.1 below.

Perceptions of TE & TT
Content of the course
Linking RP with other courses

- TEs understand the concept of RP very well & explain the principles
- TT have very poor perceptions of RP
- The content of the course is theory-oriented; no time and place for practice
- The other courses talk about PR in theory but theories but no practical linking in content & context

- TEs should be given continuous refreshment training.
- TTs enrolled in the programme should be competent & motivated.
- The collaboration among stakeholders should be clear and guided.
- Materials should be carefully designed considering teaching and learning realities in Ethiopia.
- Since it is professional training, more time should be given for practice in bridging theory, experience and practice.
- RP should be mainstreamed in all courses and implemented practically, not orally in theories and words.

Suggestions made By TEs
Suggestions made by TTs

THEME I
Perceptions of RP

THEME 2
Practical implementation of RP by TT & TE

FINDINGS OF THE STUDY

THEME 6
Suggestions

THEME 5
Challenges

Practical involvement of TES
Practical involvement of TT
Practicum experience
Tools and skills
Collaborative teaching and learning

THEME 3
Collaboration

THEME 4
Roles and Responsibilities

Challenges related to TEs
Challenges related to TTs
Challenges related to M

Nature of Collaboration

The roles of TEs
The roles of TTs
The roles of SPs

- There is no planned practice of reflective teaching and learning except introducing the notion of RP in the programme.
- Practicum is the only practical experience in the programme with a single day feedback session.
- There is no space and attention given for practising the tools and skills of reflection.

There is no clearly defined collaboration between stakeholders.

Both TES & TTs take their roles as business as usual because there is no specified role given to them as a written document or in a form of orientation.

- The course materials are theory-oriented.
- TTs are list performing and unmotivated.
- The collaboration is poor and undefined.
- TEs have no means in sharing information.
- Time is always compromised and short.
- No attention is given to the programme.
- Roles are not clearly defined.

Key: RP: reflective practice; TE: teacher educators; TT: trainee teachers; SP: school principals; M: management

Figure 6.1: Summary of the findings

6.3.1 Findings with regard to the first objective of the study: *To assess what constitutes Teachers as Reflective Practitioners course and the aligned courses constituted in the PDGT programme for ELT teacher training.*

As discussed earlier, reflective practice has been part of teacher education practices in Ethiopia since the introduction of the education programme in 1994 (MoE, 2011:9). However, researchers argue that the understanding of the practitioners is below the expected standard and level. Although reflective practice has been introduced into the teaching and learning, poor understanding has impacted the implementation and the practice (*cf*. 3.9). However, in the intervening years focus has been on active learning and teaching rather than on reflective practice but with the introduction of the new teacher education programme, named the Post Graduate Diploma in Teaching (PGDT), there has been renewed interest in reflective practice.

In this study, both teacher educators and trainee teachers were asked to express their perceptions about reflective practice (*cf*. 5.3.1). It emerged that both trainee teachers and teacher educators tended to have a relatively good understanding of the definitions and basic concepts of reflective teaching and learning. Teacher educators were able to explain the elements and the value of reflective practice in educating teacher trainee teachers (*cf*. 5.3.1.1; 5.3.1.4), and the content of the courses in a reflective teacher education programme. They also understood the procedures that should be followed in practising reflection in teacher education. Teacher educators participating in this study had more than ten years of experience (*cf*. 5.2.1) and were qualified and experienced to teach the course *Teachers as Reflective Practitioners* and other teaching methodology courses. They believed that it was an important move by the Ministry of Education (MoE) to include reflective practice in the PGDT programme (*cf*. TE3; 5.3.4.1). However, a concern raised is that teacher educators do not have similar backgrounds, knowledge and skill since most are product of the old education system (TE1; 5.3.5). According to the researcher's observation, and confirmed by the respondents, there was no experience sharing or collaborative teaching to make sure that all teacher educators have parallel knowledge and understanding of reflective practice and resources for the implementation.

As a result of use of traditional teaching approaches and lack of collaboration, trainee teachers tended to have a superficial perception of reflective practice. They were able to define reflective practice and related terms but they did not seem to understand the principles and its role in teaching

and learning. Sybil (2002) stated that successful implementation of reflective practice is a reflection of the perceptions of the practitioners (*cf.* 2.2). This study found that there was a gap between trainee teachers and teacher educators' theoretical understanding about the basic concepts and important procedures of reflective teaching practices and their actual commitment and ability (which seemed poor) to engage in reflective practices (Owens, 2007:107; Scannell, 2011:67). Thus, the status of ELT trainee teachers in practising reflective teaching and learning practices seemed disappointing and below the standard.

The curriculum framework for secondary school teacher education in Ethiopia and course materials for the PGDT programme, are centrally prepared at the Ministry of Education. In line with modern trends, the curriculum framework outlines well-defined objectives to educate reflective teacher trainee teachers (*cf.* 3.10). This study analysed the content of the courses in line with the curriculum framework, the literature and the theoretical frameworks that underpin reflective teacher education as well as the researcher experience and observation of the realities in the training institute where the researcher herself is a teacher educator. One of the objectives (*cf.* 3.10.2) clearly states that Ethiopian secondary school education should enable trainee teachers to become reflective practitioners who are able to analyse, evaluate and act to improve their own practice and develop further professional knowledge and skills. Similarly, Ethiopian secondary school teacher education envisions committed professionals and lifelong learners. Envisioning teachers as lifelong learner can be realised if the trainee teachers are trained to be reflective practitioners because lifelong learning is one of the common features of reflective practice. Wallace's (1991:67) ELT teacher education model, one of the theoretical frameworks referred in the course materials (*cf.* 2.8), confirms that reflective practice prepares teachers to fulfil the requirements of lifelong learning.

When it comes to implementation on the ground, materials play important roles especially in countries where resources are lacking and inadequate and teacher educators vary in their professional background and skills. In this regard, data obtained from document analysis and from the interviews with teacher educators indicated that the materials are developed and published elsewhere, whereas the framework demands contextualised practical implementation. Time and space for putting theory into practice is not scheduled in the course content (*cf.* TE3; TE1; 5.3.5). In addition, although the course outlines and the objectives for the *Teachers as Reflective Practitioners* course, replicated the statements in the framework, there was a discrepancy in

content. Theoretical explanations are the major focus of the chapters with some examples from foreign experience.

The other course, *English Subject Area Teaching Methods,* planned to include time and space for practice of reflection. Contrary to responses (*cf*. TE2; 5.3.5), the course includes theoretical content, practice and assessment activities, despite the fact that not enough time seems to be allotted for the amount of content (*cf*. 5.4.2). The other course materials, *Action Research Course Guidebook* and *Practicum Course Guidebook,* which are also centrally designed, give information and practical implementation guidelines plus reflection activities. The researcher concluded that the practice varies from the content of the materials because of the problem in limiting the content with the time and also because of the problem of being strategic. Teacher educators also admitted that since they were result of the old education system and since the classroom teaching and learning has not yet changed, they take their time talking more on the theory and preparing the trainee teachers for paper-pencil examinations (*cf*. TE1; TE2'; TE3; 5.3.2.1).

The objective of the course *Teachers as Reflective Practitioners* was to introduce the theories of reflective practice and to promote the practice of reflective teaching and learning in the process of educating reflective trainee teachers. However, the content of the course did not seem to link with the content of the other courses (*cf*. TE1; TE3; 5.3.1.4) and data from document analysis showed that the course focused more on theory than on practice. There are no activities that link knowledge, experience and the actual school practice. Reflective practice has little value if it does not address the subject knowledge, the trainee teachers' experience and the practice (TE1; 5.3.1.4).

Fletcher and Mullen (2012:106) and Vieira and Moreia (2008:88) (*cf*. 3.8) suggested that reflective practice in teacher education programmes creates opportunities for creativity, authenticity, dialogical interaction, openness to innovations and autonomy. Therefore, the teacher educators are required to facilitate the use of a reflective and inquiry-orientated stance in their courses for the development of individual learners promoting the practice oriented learning community. Fletcher and Mullen (2012:108) add that the teacher education programmes need to allocate the space where a teacher could be developed as someone who is insightful, reflective and analytical to his/her own life in the process of teaching and learning.

6.3.2 Findings with regard to the second objective of the study: *To examine how the trainee teachers practise the skill of reflection in the PGDT programme.*

The objectives for educating reflective trainee teachers are outlined in the curriculum framework which means that objectives for all others courses and the practices in the PGDT programme are derived from the curriculum framework objectives. From the above discussion, teacher educators claimed that the materials do not allow time and space for practise. However, the data from document analysis showed that with the exception of the course *Teachers as Reflective Practitioners*, *English Subject Area Teaching Methodols* course and the guidebooks for *Action Research* and *Practicum* give directions and guiding activities for practising reflective teaching and learning (*cf*. 5.4.2, 5.4.3, 5.4.4). According to Monott, 2006:20) reflective practice is a tool that is used by the practitioner to examine and recognise the dispositions, the practices and the professional knowledge they have acquired (*cf*.3.2). This implies that educating reflective teachers should enable them to evaluate these basic assumptions in the practice of teaching and learning. In a professional setting, reflection should be deliberate, purposeful, structured, linking the theory and practice to do with learning, change and development.

Contrary to the assumptions of programme achievement, the performance of practitioners in implementing reflective practice in the PGDT programme is very poor as a whole. The teacher educators were able to articulate the values and the elements of reflective teaching and learning (*cf*. 5.3.1.1) but practical implementation was lacking in the courses and while supervising school teaching and learning (*cf*. 5.3.2, 5.4, 5.5.4, 5.5.5). Courses, focused on theories and the chapters in the material, gave little or no attention to reflection tools or the skills to be practised (*cf*. 5.4.1). Oral questioning and answering was believed to be the only option to help trainee teachers reflect on their experience (*cf*. TE1; TE3; 5.3.2.1). Time was a constraint to practise each aspect of reflection accordingly (*cf*. 5.3.5). Trainee teachers were unable to talk about the act of reflection related to their teaching and learning. They felt that reflection is a natural phenomenon where their performance in class is memorised which in turn assists them in improving their teaching performance in the next class (*cf*. 5.3.2.2). True reflection is an act that helps to improve, with critical reflection going beyond the already established and accepted procedures (Smith, 2008:106). Constructivist theory advocates that reflection enables the learners to construct new knowledge from what they have experienced (Dewey, 1983, as cited in Illeris, 2009; Sybil & Nahida, 2012).

Thus, trainee teachers' experience is viewed as a learning process initiating critical thinking that results in inquiry creativity and positive change.

Ghaye (2010:88) and Wallace (1991:106) (*cf.* 2.8) explain that trainee teachers are equipped with prior knowledge of their learning experience as students at school, but they expect to be guided on how to teach and want to learn new approaches through modelling. However, the various guiding tools for practising reflective teaching and learning were not included in the material or introduced to the trainee teachers in the PGDT programme (*cf.* 5.3.2.4). Trainee teacher did not seem to know about reflection tools (*cf.* 5.3.2.2; 5.4.4), which was illustrated when trainee teachers shared their experience and tried to find solutions for some of the challenges they faced during teaching practice. Even though they were involved in discussion, they could not explain what that means for their professional development and they did not understand that what they were informally doing was one aspect of reflective practice. If they had been guided to reflect using a more structured approach, supported by written notes or any recorded evidence, that would have helped them develop their reflective skills. Sanal (2006) (*cf.* 3.8.2) suggested that trainee teachers need to be guided and told to record the data and have written reflection documents based on the data from their everyday experience (Boyd, 1991:45; Boyd, 2001:23).

The trainee teachers at School B compiled portfolios as per the requirement for the practicum course, but the portfolios analysed for this study were inconsistent, copied from each other and not authentic reflections. Trainee teachers from School A did not submit portfolios at the end of practicum. ELT trainee teachers submitted portfolio reports at the end of the *English Subject Area Teaching Methods* course. The portfolio assignment was meant to reflect on their experience linking the course and the teaching practice. However, as a result of the absence of recorded reflections during the teaching practice and due to the absence of guidelines given, the portfolios analysed in this study described the school setting and the teaching experience at the school but did not link the course and its theories with the school experience. In addition, the trainee teachers made little effort to reflect on their personal experience. The portfolios were fabricated, poorly organised, and inconsistent. Likewise, their action research project did not align with course requirements; only proposals were developed (*cf.* 5.4.4).

Practicum was identified as the only practical experience in the programme. The trainee teachers claimed that they had learned a lot from the classroom teaching experience (*cf.* 5.3.2.3). However,

in preparation, they only had a single day's classroom observation and after teaching one lesson observed by the teacher educator/supervisor, a single reflection session. It seems trainee teachers were truly trying to practise reflection, but their responses tended to be superficial, indicating that they were just acquiring reflection skills. The reflection session revealed that teacher educators, supervising ELT trainee teachers, were experienced, skilled and the knowledgeable and were able to raise important issues related to subject area knowledge and language teaching methodology, classroom management, teacher personality, time management, lesson planning as well as offering constructive feedback and giving praise. However, it is suggested that supervisors prepare their supervisees to address these issues during their teaching prior to actual classroom teaching so that they can be reflected on during the feedback session. In line with this, Wallace's (1991) description of a supervisor's role (*cf*. 3.12.2) considers supervisors as sources of expertise and guidance.

Nevertheless, the feedback session was not supported by written or recorded evidence that could help the trainee teachers learn from the mistakes and implement improvement in future lessons. Moreover, there were no follow up sessions nor was there mentorship for the trainee teachers. There was no professional support or follow up given by the mentors or supervisors with the exception of some administrative issues and lesson planning guidance by the school principal It seems supervisors return to the schools to monitor trainee teachers' progress after the first observation and feedback session. Naci (2012:113) claims supervision should be regarded as a training approach and support arrangement for teachers. Thus, the arrangement should involve systematic cycles that encompass planning, observation, and intensive analysis of defined teaching performances. Consistent with this, scholars such as Bailey (1997:15), Jacobs *et al.* (2011:67); Loughran, (2005:109) and Minott (2006:71) suggest that reflection should be done continuously as part of the supervision engaging the practitioners in a critical and analytical practice of methodical self-assessment about their own teaching. Practitioners also need to be engaged in open discussions with colleagues or through written analysis and research. Thus, supervision instigates trainee teachers to go far beyond what good teachers have to always do as a routine. Fandino-Parra (2011:279) and Wen-Ling's (2008:179) research on ELT teacher education revealed that teaching is a skill-based activity that is developed through practise and reflection. Therefore the most important aspects in ELT education is to prepare the teacher trainee teachers to develop independence, creativity, critical reflection and openness to making changes, not only completing courses. Cautreels (2002:77) recommends that if guidelines are not given to the practitioners indicating areas needed to be

emphasised, the reflection will focus only on technical formalities. A true reflective practice enhancing professional development needs to focus on four dimensions: technical, moral, political and emotional dimensions (Cautreels, 2002:78).

The other contradictory element emerging from document analysis (*cf. 5.4.1*), was that the courses aimed to educate reflective teacher educators but no effort was made to introduce reflection tools and practice of the skill of reflective practice. Though there were reflective elements included in the practicum, such us feedback sessions after lesson were taught, portfolio reports and action research projects, none were done with a real sense of linking the reflective practice and the teaching and learning. The act could be done in team work or on an individual basis, but support for one another is very important. In this regard, Jing and Suzhen (2011:155) suggest that collaboration or learning from one another is an important strategy in practising reflective teaching and learning. When teachers get feedback from colleagues or students it increases the probability that they will be successfully reflective and more confident. For this reason, it is impractical to evaluate the reflective level or the nature of the reflective practice in the programme. The reflective practice in this study was seen more on paper than in practice. In this regard, Mezirow (2009:88) and his associates' suggest that methods and approaches be used to foster critical self-reflection in transformative teaching approach (*cf*. 2.4.3). These methods and approaches include observing critical incidents, recorded histories, personal journals, media inspection, repertory grids, metaphor analysis, theoretical mapping, engaged learning, cooperative learning and action-reason. However, in contrast, unstructured and non-directional reflection inhibits leaning (Illeris, 2009:67).

6.3.3 Findings with regard to the third objective of the study: *To verify how supportive the teacher educators and school principals are in ensuring that reflective practice is being implemented successfully.*

The collaboration of the stakeholders can positively or negatively affect the process of educating reflective practitioners. Reflective practice, by its very nature, needs collaboration among the practitioners. Dewey (1933:67) recommends that reflection should not be a customary process; it should rather be a learned process that necessitates encouragement, reinforcement, supervision, training and team work (*cf*. 3.12). Thus, in the process of educating reflective teachers, the trainee teachers are required to work in a collaborating non-hierarchical team. At the beginning, the

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researcher planned to involve school mentors and practicum coordinators assuming that they were also part of the stakeholders who could play very important roles (*cf*. 5.3.4) in facilitating the trainee reflective practice. However, it was revealed that they do not play significant roles in the programme.

Mentors are coaching teachers who share intellectual and emotional construct with the ability for professional encouragement, learning and knowledge generation of the trainee teachers (Fletcher & Mullen, 2012:55; Sergiovanni & Starratt, 2007:41). However, in this study, it was revealed that classroom teachers consider mentoring as an extra burden to their teaching duties and the management were unable to change their position so that they were uninvolved in the practicum (*cf*. TE2; TE3; 5.3.5). As stated by Friend and Cook (2013:90), an effective and smooth flow of collaborative work can ensue if the people involved consider components such as commitment, communication skill, active interaction and sharing. These components are part and parcel of a well-organised, planned and rich collaborative environment. It is not only just a matter of willingness to work together; the individuals need to have technical skills required by the team and knowledge in order to perform a task together.

One aspect which could address the problem would be to have a written agreement between the stakeholders outlining roles. However, the data for this study indicated that there were no written collaboration agreements between schools, the university and those who were running the programme (*cf*. 5.3.6). The education system seems to have well-entrenched traditions with post assignments being done procedurally the people continued with their work as usual. Teacher educators claimed that those involved in the PGDT programme played their assigned roles on an individual basis, following the tradition of their prior experiences (*cf*. TE1; TE2; 5.3.6.2). However, problems related to mentorship and other issues in the PGDT programme could have been addressed if time and space for discussion or sharing experiences was allocated. The school principals take the responsibility of guiding trainee teachers during the teaching practice, but there was little or no collaboration with supervisors or coordinators on how to guide the trainee teachers. School principals were informed about the practicum schedule and the number of the trainee teachers coming to their schools and were left to take responsibility.

In Schools A and B support from academic vice-principals was helpful but it focused on administrative issues rather than professional support. A difference in support was noted between

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the two schools. School A academic vice-principal only facilitated classroom teaching and learning and stayed at the school if there were problem or complaints from the trainee teachers. The academic vice-principal at School B did everything in her power to guide the trainee teachers with handling their students and supporting them in their professional work such as lesson planning and testing (*cf*. SP2; 5.3.4.3). Though she could not give professional support for all fields of study, she tried to give the trainee teachers advice on general teaching methods and classroom management. The observation data revealed that when supervisors visited the schools, they met their trainee teachers, were given the schedule and observed their classes. It seems that supervisors did not visit the offices of the academic vice-principals to check up on how their supervisees were doing at the school; however, the teacher educators complained that the academic vice-principals were not available for help (*cf*. TE2; 5.3.3). Contrary to this, the researcher observed that the supervisors did not have time to talk to the school principals, even though the academic vice-principals were always available at their offices (*cf*. 5.5.2).

6.3.4 Findings with regard to the fourth objective of the study: *To determine the roles that teacher educators, trainee teachers and school principals play in ensuring that reflective practice is being implemented successfully.*

The Practicum guidebook clearly defined the roles and responsibilities of all the stakeholders. The discussion thus far has revealed that the most important roles and responsible bodies were disregarded in the programme implementation. For example, in the Practicum guidebook, coordinators are given the role of organising and following up on supervisory seminars, workshops and meetings to strengthen the link between the schools and the university (*cf*. 5.3.4). In reality, the coordinators scheduled the placement of the trainee teachers, assigned the supervisors, and distributed the information to the trainee teachers, the supervisors and to schools through formal letters. The other very important role that was overlooked was that of the mentors who were to offer professional assistance for the trainee teachers through mentor/mentee observation and reflection, assessment record of continuous classroom performance, extra-curricular engagement of the trainee teachers, and shared experience between the university and the school teaching via mentors and mentee interaction (*cf*. 5. 3.4.; 5.4.3).

The major roles in facilitating the active engagement of the trainee teachers are played by teacher educators and supervisors (*cf*. 5.3.4.1). Teacher educators are in a better position than the other

stakeholders to facilitate betterment of trainee teachers teaching practices and to bring ideas to the attention of other stakeholders. Teacher educators understand their roles but they are still influenced by the education system and the teaching and learning tradition. Their role is to engage the trainee teachers in more productive activities during the University courses and during the teaching practice and to guide trainee teachers tasks through tasks which inspire reflective teaching and learning (*cf*. TE1; 5.3.4.1).

The Practicum guidebook clearly defined the roles and responsibilities of trainee teachers. These roles included attending peer reflections, supervisory seminars, engaging in extra-curricular activities and reflecting on their day-to-day teaching performance (*cf*. 5.4.3). The trainee teachers' roles in this study were limited by the guidelines given by the teacher educators and the supervisors or the school principals. Teacher educators did not give trainee teachers tasks to complete such as preparing reports or compiling portfolios or conduction an action research project. The supervisors did not arrange supervisory seminars. Trainee teachers are expected to participate in school activities in addition to the classroom teaching; however, no extra-curricular activities were assigned (*cf*. 5.4.5). Active engagement in school activities is expected of trainee teachers as their willingness and potential is also assessed.

In reality, the trainee teachers prepared lesson plans and taught the lessons according to the usual traditions found in the school (*cf*. 5.5.3). Apart from one supervision feedback session and informal discussions with peer trainee teachers, the trainee teachers did not fulfil all stated roles, especially that of reflecting on their day-to-day teaching performance (*cf*. 5.3.2.2).

6.3.5 Findings with regard to the fifth objective of the study: *To explore the challenges faced in the implementation of reflective practice.*

Challenges faced in the PGDT programme in educating reflective ELT trainee teachers are presented in three facets: challenges related to the trainee teachers, the teacher educators and management. Trainee teachers' motivation is one of the challenges as explained by the teacher educators (*cf*. TE2; TE3; 5.3.6). Trainee teachers were not particularly interested in attending courses at the university (*cf*. Ziyad, Kiya & Fana; 5.9.1.2). It seems trainee teachers, enrolled in the teacher education programme, did not want teaching as their first choice as a career (*cf*. Tena, Fana, and Ziyad; 5.9.2) and secondly, their academic performance was not strong enough to be accepted

into other career paths. Trainee teachers did not take the training seriously as they were not given benefits for attending this programme; there is no career difference between those who have completed the training and those who have not.

A further challenge is the attention given to the PGDT programme. Teacher educators state that no one, from the management bodies at MoE and at the university, seems to take ownership of the programme (*cf*. TE1; TE2; TE3; 5.9.1). The management bodies at the MoE and at the university level seem to regard the PGDT programme as an extra burden and not as though it was part of their regular responsibilities. This in turn, negatively affected the coordination and the collaboration of the stakeholders in the programme. Teacher educators also seem to consider the Practicum as an extra load, contrary to the effort and attention it demands (*cf*. 5.6.3; 5.8). The teaching practice, if it is to be successful in developing the teaching skills of trainee teachers and allowing them the opportunity to put theory into practice, needs more focus with continuous/weekly observations, support and feedback for the trainee teachers. The ELT education programme in Ethiopia endorses reflective practice as the core element of the practice of linking the theory with teaching practice (*cf*. Mijena, 2013; 3.5). However, in this study, the university, the College of Education and the Department of Teacher Training did not seem to given attention to their roles in facilitating proper implementation of teaching practice. It was left to the supervisors to implement and as a result, the researcher observed several irregularities during the teaching practice.

Trainee teachers and the supervisors claimed that the time frame was very short compared to the content of the courses and the demanding nature of the practice. More to the point, the time frame was compromised. The programme, including the teaching practice, was meant to be covered over 10 months; however, the programme ran for six to seven months due to poor coordination and management issue (TE1; *cf*. 5.9.1.1). In general, the following were the challenges identified in the PGDT programme in educating reflective ELT trainee teachers (*cf*. 5.9.1).

1. The course materials are theory oriented and too broad according to the time frame.
2. There was a knowledge and information gap among the teacher educators.
3. Teacher educators have a large work load so shortage of time is one of the barriers to resolving the challenges in educating reflective teachers.
4. The management body (MoE and university) gave little attention to the programme.

5. The coordination and the collaboration among the stakeholders, who were meant to be actively engage in running the programme, were very poor and disorganised.

6. Trainee teachers have low motivation and self-efficacy.

7. The time frame was compromised due to management and administration issues.

8. Teacher educators and education itself were still influenced by the traditional teaching learning culture that did not offer opportunities for reflective practice.

9. There was a poor information transfer mechanism among the stakeholders.

10. The mentors and the mentoring role were ignored in the programme; trainee teachers did not get support from the school teachers.

11. Practicum programme coordinators were assigned, but they did not play their roles as indicated in the Practicum guidebook.

12. Supervisors did not take their supervisory role as part of the training but it was done superficially to fulfil the assessment requirement.

13. Supervisors were assigned without considering the subject area, so trainee teachers did not get expert subject content assistance from the supervisors.

6.3.6 Findings with regard to the sixth objective of the study: *To identify strategies that can be formulated to design a framework that would strengthen reflective practice to empower teacher trainee teachers in the PGDT programme.*

Suggestions for the improvement of the programme in educating reflective ELT teacher trainee teachers for the future are listed below:

1. The course materials should be prepared focusing on alignment with the curriculum framework, the time frame, the values and the realities in Ethiopia context.

2. Seminars, workshops and trainings should be organised to facilitate experience sharing and information transfer among the stakeholders.

3. Teacher educators, who are assigned to supervise the trainee teachers, should be assigned according to their specialisation and experience.

4. Best performing and motivated students should be encouraged to join the programme as trainee teachers.

5. Theories should be streamlined, contextualised and supplemented with practical activities.

6. The collaboration and the coordination should be guided and organised.

7. School-based practicum duration should be increased and scheduled for a more appropriate time than March.

8. Mentors' role is v significant in the programme so it should be organised to add value to the practicum.

9. Supervisors should be freed from other engagements during the teaching practice and should give continuous support for the trainee teachers.

10. The roles and responsibilities should be clear and performed accordingly. (*cf* 5.3.3, 5.3.6)

In addition, this study reviewed opportunities in the current teacher education programme that could contribute to the successful implementation of reflective teaching and learning in the PGDT programme, as suggested by the practitioners (*cf*. 5.3.6). The course *Teachers as Reflective Practitioners* is meant to introduce the mechanism for educating the trainee teachers as more reflective and competent teachers. The initiative taken by the MoE in preparing the materials for the course is crucial in defining reflective practice and substantiating it in the materials. The Post Graduate Diploma in Teaching (PGDT) is recognised as certification for secondary school teachers; in the last two years, secondary school teachers, who are not certified, are not allowed to continue with further studies as teachers. Financial support, such as pocket money, is given to trainee teachers during their studies which seemed to minimise absenteeism and increase motivation (*cf*. 5.3.6.3). It is recommended that human resources at the university could be used to ensure proper organisation and management of the programme.

Secondary schools play a significant role in practice-based teaching and learning and the surrounding schools offer opportunities for trainee teachers to fulfil school-based practicum (Wong & Nicotera, 2007:89). In most Ethiopian contexts, it is difficult to find secondary schools to accommodate the number of trainee teachers who need school attachment training. Exposure to experienced and well qualified teachers is fundamental in mentoring and supporting trainee teachers as with ELT teachers with second degrees in teaching English as a foreign language, compared to diploma holders teaching English for secondary school students.

Continuous Professional Development (CPD) programmes at schools, which reflect on practice, can be used as a bridge to link the experience of the mentors and the trainee teachers if it was considered in the PGDT programme implementation (TE1). Joseph (2010:14) believes that reflective practice allows the practitioner to stand outside the usual box and criticise the implicit

understandings that have developed in the repetitive experiences, and to make fresh sense of situations, vagueness or uniqueness the practitioner experiences by working with other colleagues and students.

6.4 SUMMARY

This study aimed to answer the research question: *How effectively do the practitioners implement reflective practice in the Post Graduate Diploma in Teaching (PGDT) programme for ELT trainee teachers at Hawassa University?*

Accordingly, the findings depicted that the practice of educating reflective ELT trainee teachers at Hawassa University is compromised due to several reasons. One of the main features of reflective practice in teacher education programme is linking the theory with the practice in actual teaching and learning context, addressing the realities and the demands of the country at large and the students, in particular. Loughran (2005:16) claims that if the trainee teachers are required to value reflective practice as a worthwhile attribute for their professional development, they must experience it as a logical consequence of learning to teach and as a tool to unpack and learn from the uncertainties of practical experience rather than as a generalised, close-ended process. In support of Loughran's reflective learning experience, which is derived from Dewey's fives phases of reflection, Kolb's circular experiential and learning model is one of the learning model constituted in this study (*cf.* 2.8) that suggested repeated exploration and learning from action. Wallace's reflective education model is the other model foregrounded in this study (2.8). Scholars (Dewey, 1930; Loughran, 2005; Wodak, 1999; Richards & Lockhart, 1994; Schön, 1983; Wallace 1991) reported that reflective practice for professional learning and development is encouraged when learners attach the course of action with certain purposes and values and of course, with relevant and sufficient experiences.

Educating reflective ELT trainee teachers at Hawassa University is fragmented as there is a missing link between theory, experience of the trainee teachers and the teacher educator in the actual teaching and learning context in Ethiopia. The concept of educating trainee teachers as lifelong learners is addressed in the curriculum framework outlining courses offered for the secondary school teacher training (*cf.* 3.10). Accordingly, the objectives of all the courses are derived from the vision and mission statements of the curriculum framework in each course outline. Reflective

teaching and learning practice is also a collaborative activity where practitioners work with colleagues and the students, supported by evidence-based practice and continuous exploration. In order to collect and organise evidence in a meaningful manner, Jing and Suzhen (2011:155) recommend activities such as receiving supportive colloquial consultation in a group, participating in a retreat group, working with learners as partners engaging them fully and getting feedback from them. This means the practitioners should also be trained to use various tools to collect data and interpret the implication of the data for further use. The findings of this study (*cf.* 5.3.2.2; 5.4.5; 6.3.2) revealed that this act of data collection and interpretation was neglected in the teacher education programme.

This study identified that the ELT trainee teachers were not guided in the practice of reflective teaching and learning. As investigated by the study, teacher educators and trainee teachers were influenced by a traditional teaching and learning system where teachers prepare students for paper and pencil examinations. The inclusion of the course *Teachers as Reflective Practitioner*s in the curriculum of secondary school teacher education in Ethiopia was a purposeful act, but the course material focused on definition of terms and explanation on theoretical links between reflective practice and teaching as a profession. Thus it did not bring the intended change in the education programme. It was a contradiction that the course did not equip the trainee teachers with the tools and the skills of reflection in teaching and learning.

Practicum was the only practical experience where trainee teachers were given the opportunity to put the theory into practice through reflective teaching and learning but the support and guidance given to the trainee teachers was superficial. Tools and guidelines were not provided to the trainee teachers to gather data for their reflective learning. There was no time and space given for the practice of using reflective tools. The teaching practice was done following the old traditional methods of teaching to fulfil course requirements. The assessment techniques suggested in the course materials were partially implemented. The other practical project in the curriculum, Action Research was downsized into proposal writing which compromised the practice. In general, trainee teachers' reflective practice was found to be at an early developing stage only because, contrary to the curriculum framework, the practitioners (teacher educators and trainee teachers) and facilitators did fully fulfil their roles particularly with trainee teachers involved in actual teaching and learning.

In addition, teacher educators and trainee teachers' low interest, motivation and commitment, as this study indicated, highly challenged the implementation of reflective teaching learning practices in the programme. Disinterested management, unmotivated teacher educators and trainee teachers do not use their potential to the maximum for facilitating trainee teachers' reflective teaching and learning practices. In line with this, Abebe & Woldehanna (2013:66) contended that learners and their teachers' interest, motivation and commitment have a direct relationship with their effectiveness in the teaching learning processes in general and as well as in innovative and constructive learning engagements which in turn have a direct impact on reflective teaching and learning practices. This can be attributed to the management body's lack of awareness of the roles of major actors (teacher educators and trainee teachers), from the preliminary planning of the PGDT programme for secondary teacher education to its implementation stage (*cf.* 5.5.3). If the management at the top is not doing its job, then implementation in the whole education system is affected. As an indicator, in the Ethiopian system of secondary school teachers' employment, there is double standard management with for example, a discrepancy between graduate students completing the teacher education programme and those employed without having completed the PGDT qualification. Such contradictory practices may discourage trainee teachers' interest and commitment to enrolling for teacher education courses, in general, and reflective learning practices, in particular.

Discrepancies of expected outcomes, outlined in the curriculum framework, revealed no follow-up activities and seminars. Trainee teachers were in need of support and assistance from the supervisors and mentors during the teaching practice; however, they received little support during the practicum and no arrangements to follow-up and support accordingly were made. Practicum was only a requirement for the supervisors to fulfil the assessment criteria and report the grades. Contrary to what has been stated in the curriculum framework, only the supervisors assessed trainee teachers performance during the teaching practice based on a single observation (*cf.* 5.5.4; 5.5.5). However, the trainee teachers realised the real demanding nature of teaching and learning, though they did not get enough support and guidance for reflection in order to identify gaps in their learning and their practice and then the tools for addressing them.

Management bodies (MoE and the university management) lacked readiness and commitment in managing the PGDT programme as intended. For example, orientation for the various stakeholders

(programme coordinators, teacher educators, trainee teachers, school principals, and mentors) was not conducted to ensure that all understand their roles and particularly in that they are equipped to handle the reflective teacher education modality. The management bodies were not ready to begin the implementation of the programme beginning with student selection, admission and even in the utilisations of instructional time. Such management issues made teacher educators and trainee teachers sceptical about the programme. From the outset, time management was poor as the PGDT programme did not have predictable forms of schedule compared to the other regular undergraduate programmes. For example, at the beginning, in 2011 the programme was started as an in-service summer programme even though the trainee teachers had started teaching. Three years later, in 2014, the regular schedule, as pre-service programme, was launched; yet trainee teachers' admission had no clear schedule. Trainee teachers only started at the university very late between November and December while the regular programmes always began between September and early October. Trainee teachers' late coming and uneven management practices at the university maximised the challenges and minimised the opportunities to initiate the trainee teachers' reflective practices. The practice of reflection needs early planning and preparation in order to allocate more time and space for gathering evidence for interpretation and inference - the very essence of a critical level reflection. One of the reasons that trainee teachers could not fully utilise the school practice weeks was due to poor time management and lack of communication with the schools. Practicum was arranged for March, which was a very busy month due to examinations and holidays. In addition, the curriculum guidebook suggested three phases of practicum where the trainee teachers submit reports guided by the questions and checklists. In this study, trainee teachers had a month's teaching practice where the first week was allocated for classroom observation, but in reality was a single day's observation and three weeks of classroom teaching. As a result, teaching practice time was very short and trainee teacher were not given as much time to practise their teaching and reflection skills. As suggested by Fandino-Parra (2011:69), harmonisation of elements such as personal orientation, critical orientation, technological orientation, practical orientation and academic orientation is needed in teacher education programme.

6.5 RECOMMENDATIONS AND IMPLICATIONS

All the stakeholders (management at different level, teacher educators, trainee teachers, school teachers and principals) should work in accord to achieve the objectives of the teacher education

programme. A gatekeeper who works at a branch office of an international humanitarian organization named *Save the Children* says that he is working to save the lives of children. The same applies to those working in teacher education sectors; they are working to educate competent and efficient teachers.

The components making up the secondary school teacher education system such as trainee teachers, teacher educators, and the management at different level, school teachers and principals, secondary schools, universities, curriculum/syllabus and course guidebooks/materials are complementary and supplementary to each other. All of them have to be coordinated for fruitful results. These components have to operate in clear lines of collaboration and in clear order to have a sound teacher education system. As in any area of learning, in language learning too, the teachers are a significant factor. Their skills, knowledge and English language proficiency have to be well-developed and continuously updated in accordance with the demands and changes taking place in education globally, to serve the community and the country. Their education (academic) levels need to be upgraded knowledge updated and competence enhanced, to help the students acquire the latest academic information, apart from a sound understanding of the English language. Hence, the education programme should be developed in accordance with the dynamic nature of the world. As success in education depends on the success of teacher education, so due attention should be given to the teaching/learning process. Jing and Suzhen (2011:154), argue that in the absence of good teachers, even the best of systems are bound to fail, but with good teachers, the defects of the system can largely be overcome.

With this in mind, the secondary school teachers programme, PGDT, should be implemented fully according to its planning. When it comes to secondary school teacher education in the Ethiopian context, ELT education needs more attention because firstly, English is the medium of instruction from secondary school stage to higher education stage; secondly, English is not a local language spoken at home; it is only learned at school. Therefore, this study suggests points for effective implementation of reflective teacher education curriculum that aims to educate reflective ELT teachers who could consider their profession as a lifelong learning process.

Emanating from the findings, identified gaps have led to the recommendations. The following suggestions, which can be implemented to ensure that the PGDT programme can enhances trainee

teachers' reflective teaching competence, are directed at the trainee teachers, teacher educators, policy makers and management at different levels.

6.5.1 Trainee Teachers

It is recommended or suggested that trainee teachers should critically engage with their training once they have joined the teacher education programme. The skills, knowledge and experience they acquire in training would benefit them for their personal and professional lives even if they do not continue in the teaching profession. Competence and motivation are basic features needed in reflective ELT trainee teachers. Reflective teaching and learning demands that the practitioners are critical, engaged, structured and action-oriented based on researched evidence. It is also evident that these active engagements become very challenging for those who are incompetent and unmotivated. Besides, teacher educators can do little if the trainee teachers are not prepared, motivated and competent. English teachers do not only teach content, they should also help their students to develop their language competence. The teachers also have a major responsibility in filling the huge gap in English language competence among Ethiopian teachers and students.

Reflective practitioners are lifelong learners who update their teaching and learning with the need of their students, the community they are teaching and their own needs. Therefore, trainee teachers should understand that they have responsibilities to bridge between the university and the community at large, and put theory into practice for the benefit of their students.

6.5.2 Teacher Educators

It is suggested that teacher educators should understand that they can bring about change if they truly devote their efforts in all areas. They have a larger battery of resources, knowledge and skills than the other stakeholders who play active roles in the teacher education programmes. It is also suggested that they create space for experience sharing workshops, seminars and open the door to the collaborative teaching and learning environment. From the researcher's experience, workshops and seminars are the responsibility of teacher educators who have access to resources and venues at the university. It is recommended that all stakeholders are fully informed with relevant information as this is the first step for a collaborative working environment. Therefore, teacher educators should be collaborative, willing and skilled.

It is recommended that even though the course materials are centrally prepared at the MoE, teacher educators still have the responsibility to develop the materials. Practice-oriented activities that initiate the trainee teachers in testing the theories in practice should be incorporated, and the content of the courses should be contextualised to reflect the values of the community. Reflective practice cannot stand alone; it needs to be an integral part of the content in the various courses, the theory and the practice in actual context. Thus all the course materials need to encompass the concept of reflective practice in learning activities. Trainee teachers need to understand the link between the general education courses, English subject area teaching courses, psychology courses, and trainee teachers' knowledge about the students, the education policy, and the environment and this can be done through scaffolding reflective practice. Therefore, the components of reflective practice need to be considered in the courses both in theories and in practice.

In addition, teacher educators should be models of reflective teachers in the way they handle the courses. Schön (1983, 1987) and others who have referred to his work in the literature have made clear that reflective practice cannot be taught simply by telling; it demands interactive engaged teaching and learning activities. Openness to critical reflection, questioning and argument are seldom seen in Ethiopian classroom teaching and learning (Adane, Asmaru, & Daniel, 2006:102). Therefore, it is recommended that teacher educators think beyond traditional approaches and methods by integrating 21st century skill of teaching methods and approaches into their teaching which trainee teachers can introduce to their own teaching (Hopkins, 2008). Teacher educators should ensure that reflective learning activities support trainee teachers acquire and develop reflection skills. Reflective teachers cannot be taught how to implement reflective teaching and learning through theories and definitions of concepts of reflective practice. Reflective teaching and learning needs practice; thus it is recommended that the ten-month PGDT programme gives trainee teachers the opportunity to practice linking the theory with the practice in actual context. Therefore, all the courses should be provided with tasks and assessments that practically engage the trainee teachers and are linked to school attachments, seminars, presentations, action research and practice teaching.

Furthermore, teacher educators should supplement the reflective activities with guidelines and tools so that reflective teaching and learning practices are supported to organise and manage the practice. Reflection tools that can be documented, such as checklists to evaluate lessons or extra-curricular activities, reports of action research, comments given by students, peers, supervisors, or mentors or

personal journals, engage trainee teachers practically in reflective teaching and learning. These documents are evidence of reflection in an organised manner on relevant teaching and learning issues, and evidence for further referencing.

It is recommended that teacher educators invite trainee teachers to workshops and seminars held at the universities to foster continuous professional development, an aspect which should be covered during school-based practicum.

6.5.3 PGDT Curriculum Developers and Policy Makers (University and MoE)

It is recommended that the MoE revises and adjusts secondary school teacher education policies with inputs of university management programme for effective implementation. It is suggested that it is vital to develop clear collaboration channels between the secondary school teacher education personnel at the MoE, the universities and education colleges. It is recommended that through collaboration, the MoE and the university work on policy issues that guide every aspect of the teacher education programme. Such communication is crucial so that policies can effortlessly be transferred into effective practice.

Officials at ministry level and the university's management should consider the teacher education programme as their first priority not as an extra work load. In this regard, specified roles and clear lines of communication are important aspects and someone needs to take responsibility for the programme as a whole.

In addition to a poor link between the MoE and the university, there is no system in place for the monitoring and evaluation of the designed materials. It is recommended that the Ministry evaluate and revise course modules which tend to be theory-intensive, and thus contrary to the objective of the courses in the teacher education curriculum (*cf*. 3.6.). Such curriculum materials work against the need for practice-based and self-exploratory type course deliveries (MoE, 2009). The objectives of the course materials and the implementation should align with the objectives of the curriculum framework. As such, it is recommended that an evaluation and monitoring scheme be created to check the alignment of the implementation with the objectives. As an alternative, universities could be capacitated to develop course materials which are context relevant but meet the standards set by the MoE to address the objectives of teacher education.

Finally, it is suggested that the Ministry should recruit and admit student teachers with suitable first degree qualifications, whose performance after completion of the PGDT programme demonstrates the criteria of a reflective teacher.

6.5.4   University and College Management

It is recommended that PGDT planning and time management issues, crucial in curriculum implementation, are addressed. If a time frame of ten months is budgeted for PGDT programme, it should run for the full ten months. Well-organised management will help to address challenges ahead of time without affecting the practice time. Therefore, it is recommended that the university management and the College of Education plan all administrative issues ahead of time so that ten months training time is effectively utilised. It recommended that trainee teachers follow the same arrangements as regular students arriving for the start of the programme with plans and arrangements completed. It is recommended that time, which tends to be one of the challenges in the programme, is efficiently used. Teaching practice should also be prearranged with the secondary schools, which would then be prepared to receive the trainee teachers with orientation and observation schedules in place as well as class/class teacher allocations.

It is recommended that face-to-face discussions are held regularly between management personnel of the university and the college including the Department of Teacher Training   for every field of study to iron out administrative issues. It is also recommended that within their discussion, irregularities and issues related to the PGDT programme are solved.

A well-structured, cooperative and collaborative working environment and information flow among the stakeholders is recommended. It is suggested that role assignments are clarified so that all stakeholders know and understand their roles and responsibilities. If there is clear information for everyone who is taking part in the sector, that is the first step for collaborative working environment. Written job descriptions are crucial to ensure role clarification. The university, the college and the department should create time and space for the stakeholders, policy makers, administrators, teacher educators, trainee teachers and secondary school community, to come together for discussion on issues during the teacher education process.

The university, the college and the department should establish monitoring and evaluation mechanisms to check that none of the roles compromised. In countries like Ethiopia, shortage of

resources and human power are used as an excuse, thus compromising roles even if it negatively affects the quality of education in general and teacher education.

It is recommended that English subject area teaching methods should be taught by the experts who have the content knowledge (SCK), the teaching methodology (PCK) and the skill and experience. Likewise, supervisors who have same competence in the area of English language teaching and learning should be assigned to supervise ELT trainee teachers because the trainee teachers need support from experienced supervisors.

It is recommended that the assessment be reconsidered in line with global trends where alternative assessment strategies are introduced to complement paper-pencil examinations. The PGDT programme is about developing knowledge, experience and skills directly related to practical performance in transferring the theories into practice. Therefore, it is suggested that evaluation focuses on practical performance and competence. As evaluation mechanisms have an effect in adjusting focus, practice-based evaluation will focus on trainee teacher practice. Assessment, it is suggested, should be done in collaboration with a team as suggested in the curriculum framework, assigning teacher educators who consider these facts and principles.

6.6 LIMITATIONS OF THE STUDY

The findings of this study need to be understood taking into consideration the limitations. The researcher had to revise her plan to interview different stakeholders who were assumed to have roles in the programme. Either their roles were ignored or the personnel were nor acting according to the programme. Their participation could have enriched the information needed for the study. However, a sample of participants who were actively engaged in educating the trainee teachers was interviewed. In addition, the researcher visited classrooms repeatedly over time to conduct a single observation because schedules were frequently cancelled or changed.

The time frame only allowed the investigation of the implementation of reflective practice in educating ELT trainee teachers. Language teaching and learning follows a different modality of teaching and learning methodologies. Likewise, ELT trainee teachers' education should be handled in similar manner. However, large scale research comprising both qualitative and quantitative data

involving participants from all fields of study may arrive at results that can be generalisable. However, it needs longer time and more resources.

This study explored the practice of educating reflective ELT trainee teachers. The results obtained from this qualitative case study cannot be generalised because of small sample size. So the result cannot be generalised for research conducted with other subjects but taking teacher education courses in the PGDT programme under the Department of Teacher Education or ELT trainee teachers across the country. The research design was considered most appropriate to explore, describe and interpret in detail the aspects in the implementation of the reflective practice, but it is not generalisable.

6.7   SUGGESTIONS FOR FURTHER RESEARCH

This study investigated the implementation of reflective practice in educating ELT trainee teachers in the PGDT programme. The study is significant in a sense that it clearly indicated how reflective practice has been implemented by the stakeholders in educating ELT trainee teacher at Hawassa University. Based on the findings, it also suggested an alternative framework to help practitioners achieve the objective of the programme in administering reflective practice at the centre of activities.

Therefore, taking into consideration the information from this study, the following aspects are recommended for further study and research.

- To explore a teacher trainee teacher monitoring and evaluation scheme to support and guide the implementers of PGDT
- To investigate the use of Web 2.0 technology tool such as blogs and reflective / learning journals to enhance trainee teachers reflective practice skills and also improving their English language performance.
- To determine how to engage trainee teachers and teacher educators in action research to support school teachers in addressing classroom challenges
- To investigate transformation of the English language teaching practices in Ethiopian secondary schools via trainee teacher and classroom observations.

6.8 CONCLUSION

Chapter 6 summarised the findings of this study, drew a conclusion to the study, offered recommendations, outlined limitations of the study and suggested avenues for further research in ELT education and development. This research provided an overview of the literature regarding the reflective practice in teacher education programmes, in general and ELT education, in particular. This chapter discussed the findings of the study in addressing each research question consulting the literature and drawing on the experience of the researcher as a teacher educator herself. The findings and the recommendations targeting the objectives of the study were addressed with the view of designing a framework on how reflective practice could be effectively implemented to educate reflective trainee teachers in a ten-month Post Graduate Diploma in Teaching (PGDT) programme. Chapter 7 presents the proposed ELT teacher training framework and identifies the elements comprising the proposed reflective based on the findings, theories, the educational policies and the suggestions made by the practitioners.

CHAPTER SEVEN

A PROPOSED FRAMEWORK FOR EDUCATING REFLECTIVE ELT TRAINEE TEACHERS IN THE PGDT PROGRAMME

7.1 INTRODUCTION

This final chapter of the thesis presents a proposed conceptual framework for reflective English Language Teacher (ELT) education. The development of the framework emerges from the findings, theories, educational policies and suggestions offered by participants in the study. Chapters 2 and 3 of this study foregrounded the researcher's view of theories, while the researcher's experience as a teacher educator and data obtained via the research tools of interviewing, observation and document analysis were also used to identify the gaps in the current teacher education programme. In view of this, the current study extends our knowledge of reflective practices employed at Ethiopian colleges of teacher education and secondary schools. The present study makes two noteworthy epistemological contributions, namely:

- **Ethiopian teacher education policies relating pre-service training of students**: In addition, education policies that underpin existing teacher education programmes in the Ethiopian context also influenced the development of the framework. Specifically, the reflective practice was in an indeterminate position outlined in the curriculum documents, but not implemented effectively to educate reflective ELT trainee teachers.

- **Influencing the reflective practices of ELT trainee teacher in a teacher education program:** The framework, presented below (Figure 7.1), is meant to be a guideline for the Postgraduate Diploma in Teaching Programme (PGDT) for ELT trainee teachers. The main aim of the framework is to guide the teacher education programme according to current theories and policies and offer a practical implementation plan. Teacher education programmes in the 21st century need to be globally current in order to address the fast-growing needs of all participants in the education system. At the centre, reflective practice plays a significant role in equipping the trainee teachers and teacher educators with the knowledge and skill the teaching profession demands.
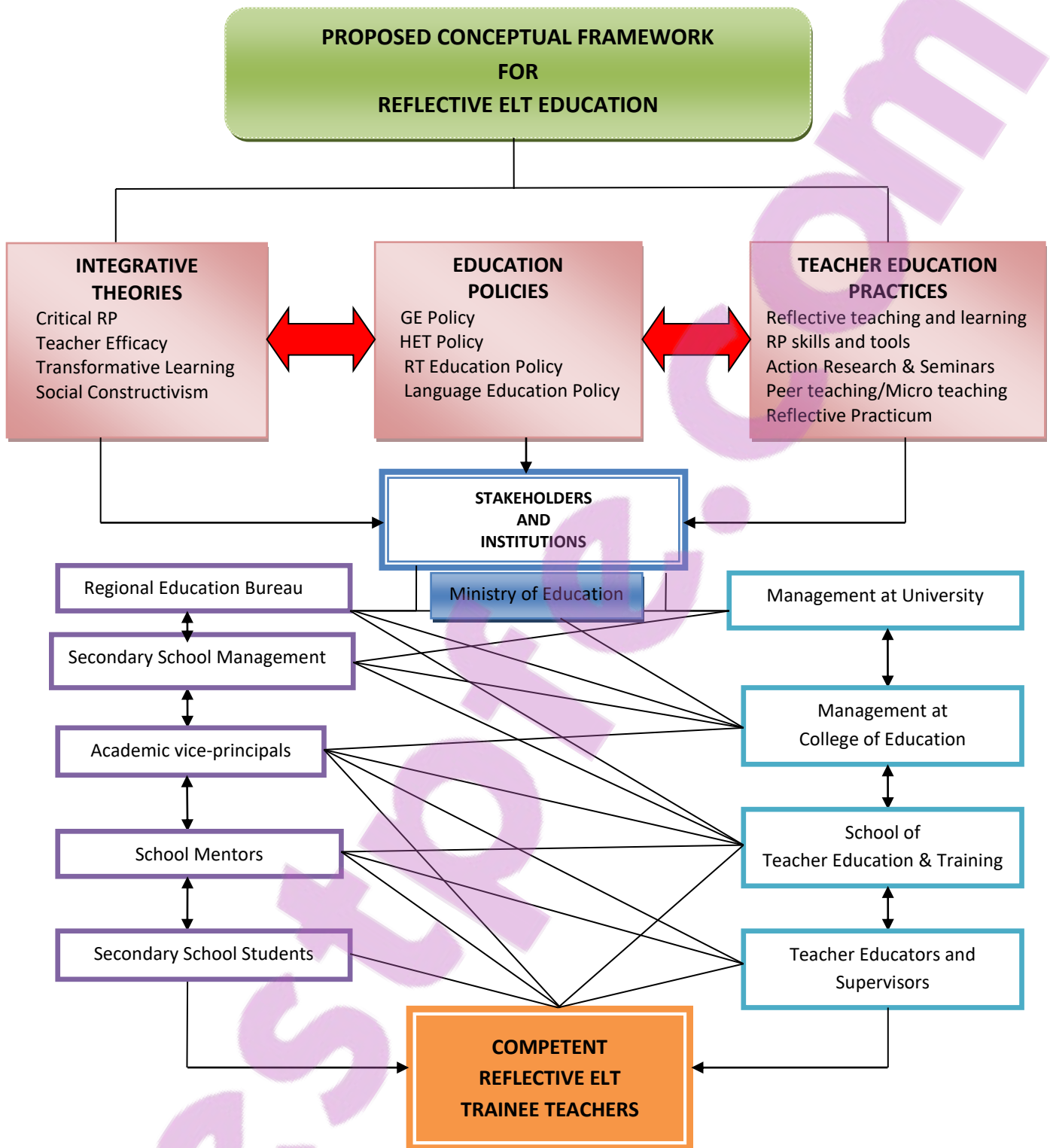
Figure 7.1: Proposed conceptual framework for reflective ELT teacher education

The proposed framework (Figure 7.1) above depicts the hierarchy of components in the PGDT programme. As noted in this study, challenges affect the implementation of reflective practice in the teacher education programme. This framework highlights three main components which are integral to teacher education: theory, policy and practice. The theories that support the framework address basic issues that formulate space for reflective teaching and learning practices and teachers' professional development. Critiques, critical thinking and reflection, active learning, practice oriented teaching and learning, experiential learning, modelling and co-operative learning are basic elements that are promoted in the framework. Although theory is part of the courses making up the teacher education programme, difficulty in applying those theories to practice was noted. The education policies signify the activities, procedures and the actors in the teacher education programme. However, lack of defined policies that give clear direction and guidance for the implementers, was also noted. Traditional methods of teaching still exist in schools with little having changed over the past decade regarding teacher education, which in turn affects teaching approaches in schools. The findings of the study indicated that though the secondary teacher education framework aims to educate trainee teachers who are supposed to bridge the theories and the practice in Ethiopian secondary school, the practice has been challenged in filling the gap between theory and practice. Attention needs to be given to the teacher education programme which needs to scaffold trainee teachers in the acquisition and development of reflective skills.

Leading on from three main elements of theory, policy and practices are the stakeholders and training institutes. The framework specifies line of communication between the stakeholders in the institutions at different levels. The success of the programme needs the attention of the stakeholders, careful planning, inclusiveness, collaboration, clear policy guidelines strategies and tools. The outcome of the programme indicates the product of the programme, competent reflective ELT trainee teachers.

Each of these components is described individually and discussed critically in the following sections and sub-sections.

7.2 THEORIES UNDERPINNING THE CONCEPTUAL FRAMEWORK

This section unpacks the framework beginning with the theoretical views that underpin this study (*cf.* 2.2-2.4; Chapter 2). Theories are temporarily accepted beliefs, insights and procedures that provide general principles on how to define how a subject.

7.2.1 Critical Theory

Critical Theory gives descriptive and normative bases for social critics and reviews aiming to decrease power imbalance and to increase freedom in a society (Ingram & Simon-Ingram, 1992:88). Critical theory in education enables practitioners to view their acts closely and critically to bring changes in people's views and believes (McLaren, 2003:24; Pockett & Giles, 2008:65). One of the critical theorists, Giroux (1997:102) argues that principles of critical theory can be applied to teaching and learning in order to analyze and transform the educational context. With a similar view, McLaren (2003:26) declares that proponents of critical theory consider education as a critical spot for power dynamics to examine impacts of dominant ideologies on teaching and learning. They seek teachers to construct democratic relationships between teachers and students, institutions and society, and classrooms and communities and make socially accountable arrangements.

Max Horkheimer (1982:88) gave emphasis to the fact that a critical theory must achieve two significant things. Firstly, it should account for the society as a whole within a historical context. Secondly, it has to seek to offer a strong and holistic critique incorporating knowledge from all social sciences. Horkheimer (1982:92) further states that the theory can only be considered as true critical theory if it is explanatory, realistic and normative. This means the theory must be self explanatory to address societal problems and offer practical solutions. More importantly, critical theory must conform to the norms of criticism established in the field of critical study (Crossman, 2017). Habermas (1987;103), one of the scholars who developed critical theory, adds that reflection is an important element for critical theory. He claims that critical theory does not simply seek to explain a phenomena, it also examines and interprets human activities. Additionally, it reflects on its role in society, conscious of the role it plays in a particular context that gave rise to it and to the interest of the practitioners.

Referring to the Frankfurt School of theory, Fuchs (2015:48) argues that critique forms the ontology of critical theory. The epistemology of critical theory encourages educators to reflect on

individuals' interconnectedness among schools, society, and the culture. In general, it is a theory that is crucial to understand human society and their communication in a changing world; thus, this is what reflective teachers and teacher educators need most. In this study, the trainee teachers in the PGDT programme are required to link the theories at the university (both SCK and PCK), their experience and the actual context (schools and the community) (*cf*. 3.1, 3.10). Abrahams (2004) further explains that social shaping and reshaping of the learning experience is central to critical theory in which schools play a prominent role in developing critical thinking skills of the learners that contribute to creating and transforming social realities. Therefore, due to the fact that critical theory integrates critical thinking, reflection and professional transformation in adult education, this theory is appropriate to being incorporated in the proposed framework (Figure 7.1). Moreover, the central concept of critical thinking integrated the theories that underpin this study in educating reflective ELT trainee teachers in the PGDT programme.

7.2.2 Critical Reflective Practice Theory

Critical reflection is a cognitive learning process used by professionals when applying theory in practice. It refers to the adoption of inquiring stances to solve problems, challenge the existing state of affairs and critically examining assumptions (Hickson, 2011: 834; Smith, 2008:56). It also extends to considering wider cultural and socio-political perspectives in diverse contexts, theories and professions. Smith (2011:216) made the point that the domains and indicators of critical reflection support professional learners in becoming constructive when they critique and give attention to personal and social influences on their practices. She further explained that in the educational context, critical reflection is not simply reflection on the behavioural and technical aspects of the already established school practices. It is rather a means to critique all forms of knowledge and skills in a planned step-wise process to make improvements or determine and suggest new directions. Critical reflective practice determines how trained professional teachers perform in their classrooms in a particular way. Leach, Neutze and Zepke (2001:17) also confirmed that critical reflection attributes to the professional development by following a carefully planned route of action to enable professionals to be critical towards their actions. Donald Schön (1987), the most notable scholar who enlightened the contribution of reflective practice for professional development, acknowledged that the working intelligence of professionals and their ability to make sense of personal and professional acts in a theoretical manner, is the basis of critical reflection.

Schön made it clear that the act of critical reflection promotes professional capabilities and insights to review one's own thinking, action and behaviour (Schön, 1983). With this understanding, this study reviewed the value of critical reflection in the in PGDT programme for the trainee teachers enrolled in the programme (*cf.* 3.10.2) who are supposed to bring about change and fill the theory-practice gap in the Ethiopian teaching and learning system.

In a further view, Sybil and Nahid, (2012:59) assimilate critical reflective practice with social constructive learning theory. This means that adult learners construct new knowledge from their experience when their inquiry evolves into an experimental process, leading to creative and potentially inventive action and when their habitual acts grow into critical thinking (Foucault 2006; Hsiung 2008, Illeris, 2009). Smith (2008) further explained that critical reflection is a thorough process which regards logical understanding of personal, interpersonal, and contextual aspects influencing what is practically performed or not performed in a particular context and community. Likewise, in social constructive theory, knowledge is defined as a socially constructed experience in a real context (Mascolo & Fischer, 2005:93). Critical thinking that leads to enquiry-based learning, socially constructed experience and collaborative learning in actual context are the basic elements that support the proposed framework of this study (Figure 7.1). These components are what scholars, Dewey, 1910; Kolb, 1984; Schön, 1987; Wallace, 1991 and Smith, 2008 suggested in educating reflective trainee teachers.

7.2.3 Transformative Learning Theory

Mezirow (2009) considers critical reflection as a forecaster for the coming of transformative learning which promotes *mental readiness to change*. The study proposes this theory in educating reflective trainee teachers because transformative learning in adulthood education re-examines the expectations of adult learners, offering frames of reference for their thinking, feelings and actions (Illeris, 2009). Transformative learning is initially challenging for practitioners who should learn from their field experience and from the challenges. In the process of transformative learning, practitioners become emotionally ready to change, and thus transform challenging frames of references (mindsets, habits of mind, meaning perspectives), sets of hypothesis and expectations to fuel them into more inclusive, selective, open, reflective frames of mind. In short, *Transformative*

Learning Theory forms the foundation for critical reflection and facilitates its contribution to professional development.

According to Mezirow (2009), adult learners have preconceptions about their learning and their preconceptions set lines of action within which their actions operate. He also affirms that for these learners, transformative learning is a meta-cognitive epistemology of evidential (instrumental) and dialogical (communicative) reasoning. These evidential and the dialogical reasoning involve two very important elements, task-based learning and critical self- reflection respectively. Sybil and Nahinda, (2012) elaborated that critical reflection determines the learning process that results in the transformation of beliefs, attitudes, assumptions, and the conceptual code that form the way learners understand. Transformative learning theory motivates trainee teachers to learn from every challenging experience (Mezirow, 2009).

Robert Boyd's (1991) *Transformative Education* and Paulo Freire's (1969) *Social Transformation* offer other perspectives of transformative learning. Unlike Mezirow's perspective, Boyd's transformative education is about exploring the role of unconscious psychology for individuals' development, and Freire's transformation is the human theory of existence concerned with social transformation. However, all scholars agree on features of transformative learning of inquiry, critical reflection, ideology, culture, perception and one's mentality, acceptability of informed objectives as means of *professional development* and *problem solving*.

Earlier, Mezirow and his associates (1991) identified useful methods and approaches to foster critical self-reflection in transformative learning. These include critical incidents, recorded histories, personal journals, media inspection, repertory grids, metaphor analysis, theoretical mapping, engaged learning, cooperative learning and action research (Illeris, 2009:103). Drawing on these methods and approaches, the proposed teacher education framework (Figure 7.1) includes those which are appropriate and support the framework (*cf*. 7.4). It is also worthwhile to consider transformative theory in teacher education programmes because it suggests technical support and mental readiness as crucial elements to giving the trainee teachers the opportunity to practise open-mindedness while reflecting on their own beliefs, attitudes and practices of teaching (*cf*. 7.4.2).

7.2.4 Teachers Efficacy Theory

Educational psychologist Albert Bandura (1994:43), initiated the idea that constitutes of self-efficacy are important elements for his social cognitive theory. By definition, self-efficacy means one's capacity or belief to perform a certain task and produce the desired outcome. La Cock (2014) referring to Bandura's (1994:41) theory, defines self-efficacy as an individual's belief in performing a variety of activities to attain his or her goal without challenges. The development of a positive perception of self-efficacy involved in psychological processes include cognitive, motivational, affective and selection processes. Bandura explained that perceived self-efficacy is a cognitive development comprising two components: efficacy expectation and outcome expectancy (Bandura,1997; Gavora, 2010).

Teacher self-efficacy is the estimate made by the teachers about outcomes and the likely consequences of what they are performing. A successful teacher needs both high efficacy expectation and high outcome expectancy. Both are equally important (Gavora, 2010). Bandura (as cited in Gavore, 2010 and Cagle & Hopkins, 2009) suggested four sources to enhance healthy feelings of beginner teachers' self-efficacy. These are mastery of teaching experience, physiological and emotional states, social persuasion, and vicarious experience. According to O'Sullivan and Strauser (2009:251), the affective processes should be directed by positive feedback and motivation. Teachers can learn to be effective by observing the characters of successful colleagues; thus role modelling is an important support for novice teachers. This also signifies how teachers develop a good defence against negative thought, stress and depression experienced when facing challenges. Bandura (1994:40 clearly states that the emotional state of a practitioner can positively or negatively influence self-efficacy. Thus, individual's mastery of experience boosts self-esteem and motivation of the teacher (La Cock, 2014:67). The finding of this study depicts that some of the elements that enhance trainee teachers' self-efficacy, such as modelling, observing, following up and positive feedback, and mastery of trainee teachers' experiential learning, were overlooked in the PGDT programme. Therefore, the study suggests the inclusion of Bandura's self-efficacy theory in the proposed framework (Figure 7.1) because a teacher with low self-efficacy cannot be a successful teacher even if he/she is professionally well-equipped (Gavora, 2010: 78).

7.2.5 Social Constructivism

Social constructivism is a learning theory that contributes to the views shared between the aforementioned theories. Vygotsky (1978:102), a leading theorist, defined the positions a society occupies in the development of individual learning. Thus, teaching and learning strategies using social constructivist views often value meaningful activities that aim to properly answer the queries in a society. Consequently, according to the social constructivism theory, learning is an active, constructive process in a real context where the learners actively engage to construct their own subjective representations in a community of learning. Specifically, adult learners construct new information based on their own individual experience or prior knowledge in a context where social interaction exists.

The first experience is usually a challenging one for novice professionals such a trainee teachers who are showing their teaching competence practically for the first time. The *transformative learning theory* as well as *teachers self-efficacy theory* prepare the practitioners mentally and emotionally to consider every challenge as a learning opportunity for professional growth. Here the important point is that the practitioners never stop the practice when faced with challenges; they learn from their experience and in working with other professionals (Mezirow, 2009). Hsiung (2008) affirms that critical reflection is a commonly visualised cognitive build that tends to function at individual level and in groups. He further points out that the lack of a social context for teachers to discuss and share their personal beliefs and experiences, in order to construct common consideration, limits their professional growth. It is understood that teachers' personal beliefs and experiences can be brought to their awareness through discussion and interaction with others. With this understanding, the proposed teacher education framework (Figure 7.1) offers engaging collaborative practical learning activities in the PGDT programme (*cf*. 7.4.2).

Appleby and Andrews (2012) support the idea that an individual's experiential learning occurs within a real dynamic and challenging socio-cultural and economic context. The findings of this study indicated that the course materials and the practices in the PGDT programme have gaps in bridging the theory and the actual context (*cf*. 5.3.2, 6.3.2), with the training focused more on theory than practice which tends to impede the experiential learning of trainee teachers. Therefore, the proposed framework (Figure 7.1) indicates practice-oriented teacher education giving attention

to pedagogic practices consistent with social constructivist approaches that prioritises student-teacher and student-student interactive activities. Small-group, pair and whole-class interactive work, extended dialogues, higher order questioning, teacher modelling, reciprocal teaching and co-operative learning can be all justified by social constructivism (Isaacs, 2013).

7.3 EDUCATION POLICIES UNDERPINNING THE CONCEPTUAL FRAMEWORK

It is not clear who is responsible for ensuring that the education policies are distributed to all stakeholders in the education system. There is a tradition that the higher officials or the management get involved in setting policies and gaining access to them; however, there was no indication of how the practitioners access the policies that guide and specify the roles of ever actor in the education system.

Teacher educators at the university and the school teachers either they do not have access to the new policies or they lack the knowledge, skills and resources to do things accordingly. There seems to be a substantial knowledge and information gap between management material developers and the practitioners. Thus, clear line of connection between the stakeholders is one of the basic features of the framework.

Darling-Hammond (1997), as well as Doyle (1990 as cited in Amera, 2015), proposed that the teaching profession requires major investment and attention from the government and all stakeholders in order for significant transformation in educating, recruiting and licensing trained teachers. On the contrary, if the government's effort in ruling, monitoring, evaluating and allocating resources weakens, the challenges in the education system, in general, and in the teacher education programme, in particular, become complicated and demanding (Yizengaw, 2005).

Therefore, policies take prior position in guiding and ruling the programmes. Educational policies in Ethiopia have had a history of fulfilling the political ideals of the government system rather than addressing the needs and demands of the community (Abebe & Woldehana, 2013; Semela, 2014). The introduction of the 1994 Education and Training Policy (MoE, 1994) was considered as a new initiative (Akbari, 2015, Mekasha, 2005; Mekonnen, 2017), aimed to achieve educational goals such as quality, access, relevance and equity (Mekonnen, 2017; MoE, 1994). In its wake, the Ethiopian Ministry of Education has created a variety of teacher education programmes. The new

Post Graduate Diploma in Teaching (PGDT) was launched in 2011 following the failure of the Teachers Education System Overhaul (TESO) curriculum implemented since 2003 (Mekonnen, 2017; MoE, 2011; Semela, 2014). However, cultural, social- political, economic and development issues in the country and in the existing world were not addressed in the education policy statements which comprised general education policy. Policy statements that address specific issues in the education sectors, strong enough to rule out various concerns of teacher education, are also needed.

This section of the study proposes to include a number of policies that support teacher education programmes in the Ethiopia and in the PGDT programme. These educational policies are directives for teacher education and development in the Ethiopian context.

7.3.1   General Education Policy

This section revises issues related to the *General Education Policy* in Ethiopia because it gives directives about issues the other policy documents and strategies should address. For the last two decades, international donors have shown interest in supporting Education for All (EFA) policies in developing countries in the world.

The Education for All (EFA) goal of ensuring that all children have access to, and complete, good quality, free and compulsory basic education remains a challenging one. Full access for girls, disabled and poor children, migrants, refugees and ethnic minorities is still difficult to achieve and many children continue to experience poor-quality schooling (Westbrook, Durrani Brow, Orr, Pryor, Boddy and Salvi, 2013:5-6).

Ethiopia is one of the developing countries that have put noteworthy effort into improving general education policies and achieving the development goals (MoE, 2002; Yizengaw, 2002). According to the Notational Development Policy, Ethiopia has embarked on a macro-economic programme (1995 to 2025) encompassing four phases following the 1994 Higher Education and Training Policy. The Education Sector Development Programme (ESDP) provides a sector-wide policy and performance plan for educational development and coordinates government and donor inputs in the educational sector. Its general objectives were to accelerate the reduction of poverty, address human needs, achieve the millennium development programmes, sustain the future development goals and move Ethiopia to a middle income economy by 2025 (MoE, 1995 and Lasonen Raheem & Kemppainen, 2005). Currently (2015-2020) Ethiopia is in the fourth

phase of the macro-economic development programme and in the Second Growth and Transformation Plan (SGTP). The 2015-2020 SGTP aims to achieve four themes: economic growth and diversification; industrialisation and mechanisation; advancement of science and technology and finally, sustainable development goal attainment (MoE, 2015).

The Education Sector Development Programme V (ESDP) policy (2015) addresses issues such as access and equity in general education, quality education, technical and vocational education and training and higher education cross-cutting issues. Access and equity in general education concentrates on the issue of early childhood care, alternative basic education, secondary education, and access in adult and non-formal education. Quality of general education covers issues of education quality at all levels. Following the rapid expansion of education coverage, quality issues have become the major concern of the MoE since 2010. Thus, the general education policy has striven to improve the quality of national exams, Ethiopian General Secondary Education Certificate Examination (EGSECE) and Ethiopian General School Leaving Examination (EGSLE), primary school education, school infrastructures, information communication technology (ICT) education, and curriculum and textbook assessment. Technical and vocational education and training programmes aim to produce lower and a middle-level, competent, motivated, adaptable and innovative workforce. Students leaving the formal education system after grade ten join Technical and Vocational Education and Training (TVET) colleges, which includes those who join teacher training colleges. Higher education in Ethiopia includes bachelor degree programmes, master programmes and PhD programmes and adult and non-formal education (MoE, 2015:11). The higher education framework does not indicate the position of the current Post Graduate Diploma in Teaching (PGDT) programme.

Development partners USAID, World Bank, UK and UNESCO in collaboration with the Ministry of Education, have contributed to the efforts made to achieve the objectives of the education policies. One of the reforms in the education system was to encourage more learner-centred, active and outcome and competency-based education. In this regard, GEQIP, EGRA, INSET, CPD, HDP and TELL (*cf.* 1.2) are some of the programmes which have contributed to the implementation of student centred teaching and learning in Ethiopian schools as well as in higher institutions (World Bank, 2008). The introduction of active learning has also contributed to the introduction of reflective practice in Ethiopian teacher education institutes. The Higher Diploma Programme

(HDP), sponsored by the World Bank, introduces active learning and reflective practice to the university and college instructors with the assumption of changing the classroom tradition and making the education system more practice-orientated. In addition to those projects, this study proposes that the general education policy document has to give clear guidelines on how active learning and teaching should be transferred to all levels of education. In this regard, teacher educators and trainee teachers play significant roles in linking active learning and teaching practices between the universities, colleges and schools.

7.3.2 Higher Education and Training Policy

Decades after the introduction of modern education in Ethiopia, the 1994 Higher Education and Training Policy was the first education and training policy to be introduced. The primary objective of the education policy was to produce a workforce that could run the growing government bureaucracy and replace the non-Ethiopian experts working at different government offices. A study by UNESCO (2003) indicated that inaccessibility, inequitable distribution, inefficiency, lack of relevance and undemocratic content were the major problems of the policy. However, the Higher Education and Training Policy of 1994 has been the inspiration for four medium-terms Education Sector Development Programmes (ESDP): 1995-2005, 2005-2010, 2010-2015 and 2015-2020 (MoE, 2015:10).

The chief goal of the policy is to inculcate its people with all-rounded competences that enable them to participate consciously in the economic, social and political endeavours in the country (MoE, 2002:15). The 2002 Education and Training Policy document claims that it was framed on the basis of transparency, participatory and democratic issues. Thus, the policy document was produced with participation of several stakeholders, experts from the ministry of education and universities from various fields of specialisation.

ESDP V will be the fifth medium-term plan which serves as the central strategy document for educational development in Ethiopia from 2015/16 to 2019/20. The 2015 Education Sector Development Programme (ESDP V) shows a framework of higher education institutes that includes BA, MA and PhD and adult and non-formal education. The framework gives guidelines and further explanations about the standards for each level of study in higher education. In addition, a national adult education strategic plan (MoE, 2009) was designed for adult and non-formal education. However, the Post Graduate Diploma in Teaching (PGDT) programme is not mentioned in this the

ESDP document. Therefore, the proposed framework suggests including a clear direction for the PGDT programme in the Higher Education and Training Policy.

7.3.3 Reflective Teacher Education Policy

In 2003, the Ministry of Education introduced a teacher education policy programme named Teacher Education System Overhaul (TESO) following the world paradigm shift in line with the international trends of active learner-centred training. The programme implementation was hoped to solve the challenges in relation to quality of teacher education (MoE, 2003); however the desired goals to promoting more interactive, student-centred, problem-solving and practice-oriented teacher education approaches have not been achieved (Ahmad, 2014; Kedir, 2006; Mekonnen, 2008; MoE, 2009). Following its failure, the Ministry of Education launched the current education programme, the Post Graduate Diploma in Teaching (PGDT) in 2011. Trainee teachers, who have completed a three- or four-year BA/BSc programme in subject areas such as English, Physics, Mathematics, Amharic, Chemistry, Geography, Economics, History, Sport Science, and/or those who are willing, join the programme (MoE, 2011) schedules as a 10-month training programme. The curriculum framework for secondary school teachers (*cf.* 3.10) gives the details about objectives of the programme, course breakdown and course description, assessment strategies and practical teaching practice school attachments.

However, the findings of this study depicted that there were discrepancies in achieving intended objectives of the curriculum framework. One of the major reasons, as the study indicated, seemed that no one has taken responsibility for the programme (*cf.* 5.3.5.1, 6.3.5). The general education policies of 2002 and 2015 show the framework of Higher Education in Ethiopia; however PGDT is not defined in this framework, nor are the proposed participants. Likewise, the findings of this study revealed that insignificant attention was given to this programme. The management personnel at different levels are inclined to regard the programme as an extra load (*cf.* 6.3.5).

The education and training policy defines how education should be linked with training, and vocational education. However, in 2011 the ministry changed the teacher education programmes from a three-year BEd degree programme in teaching to the post graduate diploma in teaching programme. Concerns were raised about the objectives of PGDT and the expected outcomes, particularly as institutional structures did not seem to be in place. In addition, there is no policy or

strategy document that gives directions about the implementation of reflective teacher education in the PGDT programme. The proposed framework (Figure 7.1) recommends the development of a clear policy document to guide the implementation of reflective teacher education in the PGDT programme. Perryman, Stephen, Ball Braun and Maguire (2017) recommend that if teachers understand a policy, they are supposed to be able to translate it into practice, using reflective practice. As teachers translate policy into practice, it gives them definition and a foundation for their practice; however, it also gives the opportunity of offering constructive feedback for policy reform. Therefore, the policy reform in Ethiopian teacher education programmes should be part of the trainee teachers' reflection activity (Chitpin, 2006:67).

7.3.4 Language Education Policy

A language policy document is a guideline to determine what language and for what purposes the language should be used in a country (Getachew & Deribe, 2006). Kembo-Sure (2003) suggested that good language policies can be set if the policy makers consider the following aspects:

- human rights implications for minorities
- economic utility of each language in the state
- national integration and government efficiency
- group identity as a well as personal identity
- aesthetic expression (Kembo-Sure, 2003:252)

Language policies in Ethiopia are political decisions on the statutes, developments and functions of languages (Eshetie, 2010). National language learning policy mandates eight years of instruction in mother tongue, but the decentralised nature of the policy implementation system allows the regions to make their own decisions at what grade level they switch to English as a medium of instruction (MoE, 2008; USAID, 2012). Therefore, some regions switch to from grade five, some from grade eight some while others from grade nine. In this regard, in addition to the contextual variation, there is also a belief among parents, administrators and even policy makers that only English as a medium of instruction at early grade helps students to develop their English proficiency (Smith, et al.2012; Eshetie, 2010). This variation between national policy and regional decision-making implies that the policy makers and implementers do not appear to be working towards the same goal. Above all, it creates wider variation and discrepancies among students in their English language background as they compete equally during the centrally-

prepared national examinations and in secondary schools and universities where the English is the medium of instruction across the regions (Smith, et al. 2012; MOE & USAID, 2008).

In addition to this variation in language performance, there is no a policy document or a strategy plan that defines how English language should be taught in Ethiopian schools as a foreign language or how ELT teachers should be trained. Eshetie's (2010) study revealed that even if English plays a significant role in various sectors, education, politics, business and communication in Ethiopia, the policy documents address it only as a language of instruction in secondary schools and above. The article from the Federal Democratic Republic of Ethiopian (EDRE) Education and Training Policy reads as follows:

> *3.5 Languages and Education*
>
> *3.5.3 The language of teacher training for kindergarten and primary education will be the nationality language used in the area.*
>
> *3.5.5 English will be the medium of instruction for secondary and higher education.*
>
> *3.5.6 Students can choose and learn at least one nationality language and one foreign language for cultural and international relations.*
>
> *3.5.7 English will be taught as a subject starting from grade one.*
>
> FDRE (1994:23-24).

Contrary to the fact that English language has been given as a subject starting from grade one and as a medium of instruction starting from secondary school and upwards, it has been reported that the status of English language in Ethiopia is below the standard. Colleges and university students are unable to communicate in English; even graduates find it difficult to write their own CV and job application letters in English. English teachers themselves at schools and even colleges and universities lack English language proficiency to become good role-models for their students (Eshetie, 2010; Mijena, 2013).

English teachers need specific training in how to offer effective literacy and language instruction. How to teach English as foreign language needs special attention at all levels. The English language teacher education programme must provide sufficient time and resources for teachers to acquire the knowledge, the practice and instructional skills in real-life classroom settings (Ahmad, 2010:77). Educational reforms always require allocation of intensive resources, researchers and clear

guidance. Intensive professional development is a key to changing not just policy but the educational core. This is what the proposed framework suggests (Figure 7.2). Policy is not only a guiding document it also indicates relevance and attention given to English language education.

7.4 TEACHER EDUCATION PRACTICES UNDERPINNING THE CONCEPTUAL FRAMEWORK

In order to develop the knowledge and skills of reflection, practitioners need to be involved in activities, which give them the opportunity to reflect. Loughran (2005:16) claims that if the trainee teachers are to value reflective practice as a worthwhile attribute for their professional development, they must experience it as a logical consequence of learning to teach and as a tool to unpack and learn from the uncertainties of practical experience, rather than as a generalised and close-ended process. Dewey (1933:8) originally stated that learning from experience occurs when practitioners are able to reflect on experience. However, many years of experience might mean nothing unless it shows improvement as a result of continuous reflection, constructive feedback and learning something new as a result (Chitpin, 2006:24).

More importantly, teaching practice and supplementary school practice activities need to expose the realities of the local schools and the community. The researcher adapted Fandino–Parra's (2011) five conceptual orientations in the proposed training framework (Figure 7.1). The first one is personal orientation of the trainee teachers for personal development. The second is critical orientation that focuses on questioning assumptions about teaching and responsibilities. The third one is technological orientation which stresses the scientific knowledge of the trainee teachers and systematic training. The fourth is practical orientation which emphasises the wisdom of practice and learning from experience. The last one is academic orientation that focuses on the role as intellectual leader of students and subject matter specialists, including the knowledge of how to transmit it successfully. The following section of the study explains the elements which could bring all these concepts into practice and how these could be easily managed in the teacher education programme.

7.4.1 Reflective Practice Tools and Skills

Moon (1999: 63) defines reflective practice as a set of skills that implies taking critical learning and performing stances and orientations into a problem-solving state of mind. Ghaye (2010:3) affirms that a reflective teacher education programme should incorporate four categories of learning:

affective learning, cognitive learning, social learning and positive action learning. Skills in affective learning describe emotional reaction and the ability to experience. The revised Bloom's taxonomy (Anderson & Krathwohl, 2001:67) includes six cognitive dimension of learning skills: remembering, understanding, applying, analysing, evaluating and creating. Social learning skills are needed as well for reflective practitioners as they work with learners in real social context. Thus, collaboration becomes one of the important skills in reflective teaching and learning. The positive action learning skills guide the practitioners to apply what they think and feel into action. Reflective practice needs positivity and open-mindedness among the practitioners. In a general sense, critical thinking skills are the most crucial aspects in training reflective professionals. However, this expression should be a more practical and simple term of application. Therefore, this section of the study defines very specific reflection and reflection tools that allow trainee teachers to develop the skills.

7.4.2 Using Reflection Tools

There are various strategies suggested by different scholars at different time. Therefore, as Newby *et al.* (2007:90) recommended, to apply any of the strategies in a certain context should be the decision of the practitioners, determined by the purpose, time, ability and accessibility of resources (*cf*. 3.4). For example, as stated by Williamson (2015) reflection using technologies such as the internet, blogs, emails and social media are recommended for today's learners. However, in the Ethiopian context, these tools are not really feasible for most of our trainee teachers and many of the secondary schools do not have computer and internet access.

Therefore, this training framework proposes to include reflection tools that could be used in the Ethiopian university and secondary school context. It should be also noted that the tools should include a variety in order to endorse multi-dimensional reflection: practical reflection, cognitive reflection, meta-cognitive reflection, affective reflection, critical reflection and moral reflection (Akbari *et al.,* 2010; Richards & Farrell, 2005). Practical reflection refers to reflection on practical and observable events. Cognitive reflection is reflection on teachers' professional improvement via conferences, researches, professional   reading and workshops. Meta-cognitive reflection is about developing the attitudes and emotions of teachers. Hargreaves (1995:102) and Moon (2008:88) argue that in educating teachers, it is important to make them reflect on their

affections, feelings, doubts, powerfulness or powerlessness to develop their emotional behaviour. Similarly, affective reflection is about teachers' reflection to understand their students' emotional state in the classroom. Critical reflection occurs when teachers reflect on the socio-political state of the community they are serving and their contribution to socio-political issues. Moral reflection, Hargreaves (1995:105), refers to teachers' reflection on what norms and values are important in their teaching. Therefore teachers should reflect on why they are doing what they are doing for their students and for the community. There will be overlapping in these dimensions of reflection. That means, if the reflection tools are carefully selected and supplanted by guidelines they will enable the practitioners to reflect on various aspects which will positively impact their professional learning.

Some examples of such reflection tools that can be used in the Ethiopian context are: journal writing, lesson presentation recordings, surveys and questionnaires, audio and video recordings, classroom observations, peer or group reflection, participatory action research, paper-based portfolios, similar group discussions and attending conferences and teacher training workshops. More importantly, these strategic reflective tools become accessible and practicable if the stakeholders are engaged in the task and work in collaboration. As indicated in the framework, the stakeholders have lines of communication in the process. None of them should be left out and should become part of reflective practice.

7.4.3 Reflective Practicum
Reflective practicum in pre-service teacher preparation programmes engages trainee teachers in reflective teaching and learning practice through consecutive reflection over time, along with a continuum of presentations. Scholars agree that the ultimate goal of reflective practice in teacher training programmes should be to ensure that reflection becomes an integral part of teachers' classroom practice (Bahar, 2015: 67). Reflective practicum is a response to many of the calls to better link the theory of reflection to the actual practices in teacher education programmes. Smith, Stone and Comings (2012:23) outlines five principal characteristics of a reflective practicum for ELT trainee teachers:

- The practicum is integrated into the academic programme;

- The delivery of the practicum emphasises a team approach which includes mentor teachers, university supervising teachers, language programme managers, and the practicum student teachers;

- The practicum provides intensive modelling and coaching;

- The practicum incorporates extensive, systematic observation; and

- The practicum experience is assessed by means of a portfolio.

Reflection, therefore, can be practiced in a number of steps in action during teaching practice. These steps could be: identifying problems, suggestions, hypothesis, reasoning and testing (*cf.* Figure 7.1).

Hence, a reflective teacher preparation programme places emphasis on instructing technical teaching skills and digital literacy skills through direct PGDT course work at the university and enrolment into school teaching practices (Diamond, 2008). Furthermore, Vieira and Moreia (2008) suggest that reflective practice in teacher education programmes creates chances for creativity, authenticity, dialogical interaction, openness to innovations and autonomy. More importantly, the teacher education programmes need to allocate time and space for a trainee teacher, in the process of teaching and learning, to develop as an insightful, reflective and analytical practitioner. The reflective practicum in the PGDT programme should enable trainee teachers to practice teaching by implementing reflective practice as a bridging tool between content knowledge, theories in language teaching methodology, experience and the context in the community they are serving (*cf.* Figure 3.1).

7.4.4 Reflective Teachers as Action Researchers

Richard and Kimberle (2002:88) define reflective teachers as action researchers striving for new findings with which to update and upgrade. Inexperienced teachers may think that teaching is a simple procedure of presenting subject knowledge and finally testing students, with conducting research. Hopkins (2008:37) in querying why teachers conduct classroom research, explains that good teachers are not those who do what others have found out; they make professional judgements based on evidence obtained through classroom research or structured enquiry. Therefore, in pre-

service teacher education programmes that promote reflective teaching, action research should be one of the activities reflective teachers become involved in (Stringer *et al.,* 2010:45). Trainee teachers should practise the procedures and processes of action research and confirm that their findings reveal a new idea or a solution for a challenging teaching and learning situation. Mezirow's transformative leaning approves *action research* as a strategy offers an opportunity for trainee teachers to develop meta-cognitive learning and critical reasoning (Mezirow, 2009).

In addition, trainee teachers should be given a stage to share their findings with teacher educators and the secondary school community during seminars and workshops. As suggested by the American Institute of Research (AIR), trainee teachers should also practise working with other teachers while they are teaching, in such activities as active learning, peer learning, collaborative group teaching and learning, for reflection and discussion. The supervisors, school principals and mentors collaborate to facilitate the trainee teachers' learning-on-practice.

7.4.5 Classroom Observations, Constructive Feedback and Reflection

Reflection practice should be planned and structured; it should be different from the way how teachers handle routines traditionally. A reflective teacher education programme should incorporate practice-oriented teaching and learning approaches because reflective practice cannot be simply taught; it should be practised-in-action (Schön, 1987). The proposed teacher education framework (Figure 7.1) includes peer and or micro-teaching in the teacher education programme because trainee teachers must practise teaching with peers and classmates before they go out for teaching practice. They should also practise how to take note of classroom observations, feedback and reflect on their own teaching. The teacher educators must model classroom teaching before practicum; then, trainee teachers have a foundation and are prepared when they go out for teaching practice.

The following activities are adapted from Moon's (1999b) suggestions in considering procedures in the reflective practice plan. The activities may occur in the following order when carrying out reflection for on the teaching and learning task:

1. Set objectives
2. Identify level of performance
3. Plan to meet targeted goals
4. Use the time effectively

5. Analyse and use imputes from feedback and support

6. Have a monitoring and evaluation scheme to review progress

7. Decide on moments of reflection (Moon, 2008).

Once the area of reflection is identified, it is also important to decide on the reflection phase of action (Killen, 2007; Minott, 2006; Moon, 2008; McGregor, 2011; Schön, 1983). There are specific steps in the reflection process (*cf.* 3.2):

1. *Reflection-before-action* is collective planning before action that includes lesson planning, material preparation, designing aids and anticipating some aspects about the pupils (Moon, 2008).

2. *Reflection-in-action* engages teachers in on-the-spot critical thinking. It helps to figure out what has been done right or wrong. Then, it gives direction for further reflection and decision making (McGregor, 2011; Schön, 1983).

3. *Reflection-on-action* is deliberate and planned action, thinking back on what has happened during the last teaching. This is more practical for critical analysis and further improvement on future PGDT teaching programmes (Bahar, & Maker, 2015; McGregor, 2011; Schön, 1983).

The reflection model *(cf. Figure 2.2)* illustrates how the elements of reflection occur in reflective learning cycle.

7.5 STAKEHOLDERS AND INSTITUTIONS UNDERPINNING THE CONCEPTUAL FRAMEWORK

All the roles and responsibilities of stakeholders in educating reflective teacher educators are managed by the institutions, under the guidance of the Ministry of Education, that assign each stakeholder and handle administrative issues.

7.5.1 The Ministry of Education

As it recommended in this study (*cf.* 6.3.6.), the Ministry of Education should develop effective secondary school teacher education policies, with inputs from university management, experts, the school communities and other responsible sectors to support the teacher education. Accordingly, the

Ministry has to recruit and admit competent and interested trainee teachers timeously for the programme. Most importantly, the Ministry should develop collaboration channels between the personnel at the MoE responsible for secondary school teacher education, the university and education colleges, secondary schools, teacher educators and trainee teachers.

The Ministry of Education is the major role player in setting objectives, preparing materials and defining the institutional structure of teacher education institutions. The Ministry also sets criteria and decides who should be involved in the teacher education programmes. These criteria refer to the teacher educators, trainee teachers, supervisors, mentors, coordinators and school principals. To even out the playing fields, the MoE should give experts from universities and schools the opportunity to participate in designing the policy, setting objectives and preparing teaching materials as well as evaluating the effectiveness of the implementation.

Institutes, universities and secondary schools are tasked with transferring the designed materials into practice in order to educate and train the trainee teachers. A reference document should be designed to define the role of each party involved in the whole process and the roles should be defined at every level of the training. Each role player needs to understand the assigned role in educating reflective teacher educators with all being involved and not excluded. The findings of this study (*cf.* 5.3.5; 5.4.3) show that some roles and responsibilities were neglected during the teaching practice which had a negative impact on the trainee teachers' practical learning. The proposed framework (Figure 7.1), therefore, shows the lines of communication between these parties.

7.5.2 Institutions of Higher Education: The University, College of Education and School of Teacher Education and Training

The College of Education and the School of Teacher Education and Training at the university should create an environment in which it is possible for trainee teachers to study basic academic subjects to a high standard to develop subject content knowledge (SCK), to develop pedagogical content knowledge and understanding about different strategies of teaching (PCK) and to build up teaching and learning skills. In addition, the university should ensure that courses are designed in such as way that trainee teachers develop the ability to think critically, reflect on, develop breadth of perspective, practice reflective teaching and implement action research.

The College of Education and the School of Teacher Education and Training should build up a stock of materials and facilities such as audio and video recording materials, audio and video show rooms with display facilities that promote the trainee teachers' reflective teaching and learning practice. The library should be equipped with material that supports teacher education such as ELT subject specific materials and secondary school teaching materials. Financial support is a basic need for PGDT trainee teachers as they complete continuous school attachment tasks including the teaching practice. The university or the secondary schools should supply trainee teachers with basic stationery materials that encourage them to develop portfolios, personal reflection journals, diary writing, portfolios and action research reports. The university and the secondary school administrators should make arrangements to allocate resources for the trainee teachers.

The university with the College of Education and School of Teacher Education and Training should budget to offer training for teacher educators, mentors and school principals and provide support for secondary schools. In this regard, experience-sharing workshops and seminars with the university and school communities are important strategies. In this regard, the College of Education and School of Teacher Education and Training should take the initiative to plan and budget for such issues. In addition, the university should facilitate collaborative activities between teacher educators, trainee teachers and school teachers which would contribute to the school teachers' continuous professional development (CPD) and assist in addressing challenges faced in classrooms. The lines of communication between the university community, trainee teachers and the school community should be clear and open. The proposed framework (Figure 7.21) indicates clear lines of communication between these stakeholders.

7.5.4 Regional Education Bureau and Secondary Schools

Secondary schools fall under the administration of the Regional Education Bureau. Taskforce allocation and maximum work load assignment is the responsibility of the bureau. The universities assign trainee teachers to the secondary schools in the university's catchment areas. However, the university cannot interfere with the assignment of mentors. The university may offer some benefits for mentoring teachers, but that would work only with willing individuals. On the other hand, mentorship should not be dependent only on willingness of the individuals. It should be a responsibility and that responsibility should be given to the school teachers as part of their duties.

Assignment of mentors for trainee teachers is the responsibility of school principals, but they cannot force school teachers to take on mentorship as an extra task. Therefore, job assignment is the responsibility of the regional education bureau. However, the College of Education and the School of Teacher Education and Training are in a better position to convince the education bureau personnel to make arrangements in collaboration with the school community. Above all, the policy documents should clearly guide the implementation of every activity in the programme.

Secondary schools should fully understand that they have a significant, and no less important, role to play in the education of trainee teachers. In particular, schools should provide opportunities for trainee teachers to gain experience of classroom practice and develop their professional skills, competences and knowledge. School should provide a context for reflective teaching and learning. Schools are responsible for creating ensuring that trainee teachers are offered advice and support from trained mentors who, as accomplished teachers, have extensive classroom experience. School principals should collaborate with the university community, coordinators, teacher educators and trainee teachers to facilitate and participate in seminars and workshops where trainee teachers share experience and present findings of their classroom research. School principals ensure that trainee teachers have access to venues where they can reflect and discussion their experiences on a daily basis.

Teaching practice is not merely about delivering lessons in the classroom. There are several extra-curricular activities that should be introduced to the trainee teachers. Even if schools have poor facilities, they should work with the university to create as many learning opportunities as possible.

7.5.5 Teacher Educators

The curriculum framework for Ethiopian secondary school teacher education clearly defined their profiles of teacher educators in terms of academic qualifications, professional training, teaching experience and ethical considerations (*cf*. 3.10.4). Teacher educators at the university are course instructors, researchers, research advisors, supervisors and coordinators during the teaching practice. Therefore, in addition to academic performance of the individual, higher institutes should consider positive attitude and commitment to conduct research in education, carrying out action research and other types of research in addressing issues in the classroom and in the community in general when hiring teacher educators.

Participants in this study (teacher educator and trainee teachers) also suggested that teacher educators at the university should be committed to bridge the gaps between theory and practice, information and knowledge gaps between the management at deferent levels and the teacher educators, the university and secondary schools, trainee teachers and school teachers. The teacher educators who have participated in this study noted that teacher educators at the university have better information, knowledge and material access about the teacher education programme (*cf.* 5.3.5.1). The proposed teacher education framework (Figure 7.1) indicates the line of teacher educators' communication as they play multi-dimensional roles in the programme.

7.5.6 ELT Trainee teachers

The curriculum framework specified that trainee teachers for the PGDT programme must have B.Sc or BA degree in secondary school subjects (*cf.* 3.10.5). Accordingly, those who are enrolled in the programme as English subject teachers in Ethiopian secondary schools must finish BA degree in *English Language and Literature* from Ethiopian Universities. The requirement criteria include trainees' readiness to join the programme, attitude and motivation, English language performance and communication skills, previous engagement with students and teaching profession ethical standards. Therefore, in addition to their academic records, candidates take centrally prepared written examination and are interviewed.

However, the findings of this study indicated that trainee teachers' low motivation was one of the challenges in the current teacher education programme (*cf.* 5.3.6, 6.3.5). In line with this, the participants suggested sustainable support, encouragement and incentives to increase motivation and self-efficacy of trainee teachers (*cf.* 6.3.6). Motivation of trainee teachers is the responsibility of all the stakeholders, but it should also be intrinsic (Mijena, 2013). Psychological readiness of the trainee teachers is very important. Here it is important to note the relevance of the two theories, *Transformative Learning* and *Teachers Efficacy Theory* in the proposed framework (Figure 7.1)

The main objective of this study was to design a teacher education framework to educate reflective ELT trainee teachers. Thus the proposed teacher education framework (Figure 7.1) displays elements that facilitate the preparation of ELT teachers as reflective practitioners who are competent (*in terms of SCK, PCK, socio-political awareness, professional skills*), engaged, motivated, practice-oriented and lifelong learners.

7.6 A FINAL WORD

The researcher, as a teacher educator herself, has ventured on this journey to find out what she did not know in educating reflective teachers. The objectives of the curriculum framework for secondary school teachers in the PGDT programme places emphasis on educating reflective practitioners, who should be proactive in evaluating their performance and improve their practice. Colleagues, teacher educators offering courses in the PGDT programme, trainee teachers and the other stakeholders did not seem to work in accord to attain the outcome of reflective teaching. However, reflective practice in educating lifelong learners demands more structured guidelines, collaboration and the willingness of the practitioners. Lessons learnt from the literature and the participants of the study, gave the researcher the opportunity to deepen her knowledge, develop her own skills of reflection and improve her practice in educating reflective ELT trainee teachers. It is believed that this thesis, investigating how effectively teacher educators implement reflective practice in the Post Graduate Diploma for Teachers (PGDT) programme for ELT trainee teachers at Hawassa University, has connected relevant points and led to the development of a conceptual framework to improve reflective ELT education.

We do not learn from experience … we learn from reflecting on experience.

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APPENDIX A: Ethical Clearance from UNISA

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2018/05/16

Dear Ms Abeba

Decision: Ethics Approval from 2018/05/16 to 2023/05/16

Ref: 2018/05/16/53342674/3C/MC
Name: Ms BD Abeba
Student: 53342674

Researcher(s): Name: Ms BD Abeba
E-mail address: brishabeba@gmail.com
Telephone: +251 91 144 3259

Supervisor(s): Name: Prof MM Van Wyk
E-mail address: vwykmm@unisa.ac.za
Telephone: +27 12 429 6201

Title of research:

Reflective practice approach for the development of teacher trainees in the Post Graduate Diploma in Teaching

Qualification: DEd in Curriculum and Instructional Studies

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2018/05/16 to 2023/05/16.

The **low risk** application was reviewed by the Ethics Review Committee on 2018/05/16 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:
1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

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2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

7. No field work activities may continue after the expiry date **2023/05/16**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2018/05/16/53342674/30/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,

Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za

Prof V McKay
EXECUTIVE DEAN
Mckayvi@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

APPENDIX B: Turnitin Plagiarism Detector Report

APPENDIX C: Language Edition Certificate

EDITING SERVICES

To whom it may concern

This letter serves to confirm that editing and proofreading was done for Chapters 1 to 7 for:

Berhan Demeke Abeba

Reflective Practice Approach to Educate Reflective ELT Trainee Teachers in the PGDT Programme

Doctor of Philosophy in Education

Curriculum Studies

University of South Africa

Supervisor: Professor Micheal M. Van Wyk

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25 January 2019

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APPENDIX D: Participant Information Sheet

Date: _____

Title :_Reflective Practice Approach to Educate Reflective ELT Trainee Teachers in the PGDT Programme

DEAR PROSPECTIVE PARTICIPANT

My name is Berhan Demeke and I am doing research under the supervision of Prof Micheal M van Wyk, a professor in the Department of Curriculum and Instructional Studies towards a D ED at the University of South Africa. We are inviting you to participate in a study entitled 'Designing a Reflective Practice Framework for Teachers Trainees Development in the Post Graduate Diploma for Teachers Program at Hawassa University.'

This study is expected to collect important information that could benefit to improve the quality of teachers training and implementation of reflective practice in the teacher education program at Hawassa University.

You are invited because you are one of the supervisors assigned to supervise the teacher trainees enrolled in the Post Graduate Diploma for Teachers (PGDT) program and who are on the teaching practice in Hawassa Senior Secondary Schools. According to the information the researcher obtained from College of Education you are assigned to supervise around ten teacher trainees some of whom would participate in this study.

The study involves semi-structures interview document analysis and observation during the practicum reflection session. The interview and observation will conducted in one month time during the practicum session. Relevant course documents such as portfolios, action research reports and other forms of recorded will be gathered afterwards.

Your participation in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

However, it is worthy to remind you that your participation in this research will highly benefit the researcher's effort to improve the quality of teachers training and the implementation of the reflective practice in the post graduate diploma program at our institution.

You have also the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. No one will be able to connect you to the answers you give. Your answers will be given a code

number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Your privacy is always protected during these other purposes: research report, journal articles and/or conference proceedings.

You shall be also noted that your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to the researcher, unless you give permission for other people to see the records.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked filing cabinet in my office for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Then after the five years of period the electronic data will be permanently deleted and the hard copies will be casted off.

This study will receive written approval from the Research Ethics Review Committee of the UNISA. A copy of the approval letter can be obtained from the researcher if you wish so.
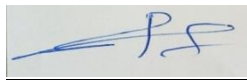
Again, if you would like to be informed of the final research findings, please contact Berhan Demeke on telephone number +251 911 44 32 59 or email at brishabeba@gmail.com.

Should you require any further information or want to contact the researcher about any aspect of this study, please use the above phone number or email and contact the researcher.
Or, Should you have concerns about the way in which the research has been conducted, you may contact my supervisor at UNISA by phone number…. Or email at….

Thank you for taking time to read this information sheet and for participating in this study.
Thank you.

BerhanDemeke
Contact address: telephone: 251 911 44 32 59   e-mail: brishabeba@gmail.com

APPENDIX E: CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the _____interview, course material, portfolios, journals, action research report

I have received a signed copy of the informed consent agreement.

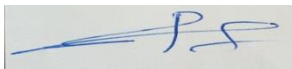Participant Name & Surname _____

_____   _____
Participant Signature   Date

Researcher's Name & Surname   BerhanDemeke

_____   _____
Researcher's signature   Date

APPENDIX F: INTERVIEW SCHEDULE

I.   TRAINEE TEACHERS' INTERVIEW SCHEDULE

Trainee Teacher's Code_____

School: _____

Date of interview: _____

1. How do you express the course *Teachers as Reflective Practitioners*? Tell me more about the content of the course.

2. How much do you say the reflective course supported you in developing yourself as a reflective professional?

3. Do you say that the Reflective Teacher course and the reflection practice helped you to bridge your experience, the content knowledge, theories, English subject teaching methods and the practice?

4. What were your experiences in your observation and teaching practice?

   a. What was/were the most important event(s)/incident(s) for you?

   b. Why was it important for you? (Support idea with your knowledge on teaching theory and your experiences. Also consider the practice of reflective teaching and learning

5. What tools or guidelines are you given by your instructors and supervisors?

6. What do you say about the supervision and the school principals' support during the teaching practice (I want you to tell me this in terms of availing resources, friendliness, focus of the comments, teaching and learning approaches, class room management or any other)

7. Do you also encourage your students to reflect in your teaching?

8. Do you have a schedule for peer reflection? (How do you do that? based on tabulated note? evaluation format? list of question? Recorded lesson?)

9. How do you understand your roles as a trainee teacher practicing reflective teaching and learning

10. What are the challenges you have faced while taking the training?

11. Were you also given other extra- curricular roles that will help you learn the community and the context better in the school?

12. As a trainee teacher, what do you suggest to improve the programme in the future?

II. THE TEACHER EDUCATORS AND SUPERVISORS'INTERVIEW SCHEDULE

The teacher educator's Code_____

Name of the school: _____

Date of interview: _____

1. What is your perception of reflective practice? Explain the objectives of the course, '*Teachers as Reflective Practitioners'* in terms of preparing reflective teachers. Motive your answer

2. How do you evaluate it in bridging the gap b/n theory and practice?

3. How do think the other courses help the trainees practice reflection? Do you see any link?

4. What does the practice look like? In this regard, what goals do you think will be achieved during the PGDT programme?

5. Is there any knowledge gap among the teacher educators' who are giving the course or other courses?

6. How do you evaluate the collaboration b/n the university the college the supervisors and the school?

7. What is your experience in educating them as a supervisor and as a course instructor? Tell me your roles and responsibilities

8. What is your principle as a teacher educator and supervisor in preparing these trainees as reflective practitioner?

9. Do you have any written evaluation checklist given by the college or of your own?

10. What kind of reflective tools do have you introduced to the trainees to practice reflection? Why?

11. What do you think are the challenges in education these trainees as reflective practitioners?

12. What do you suggest for the improvement of the program in educating the teachers as reflective practitioners?

II. Tell me the things which could be taken as opportunities in educating reflective ELT teachers in the programme.

III. ACADEMIC VICE SCHOOL PRINCIPALS' INTERVIEW SCHEDULE

The principals' Code_____

School: _____

Date of interview: _____

1. What role do you have in engaging the trainee teachers during the practicum? Motivate your answer

2. Was there any orientation given to you on how to support the trainees and overall teaching practice activities?

3. How do you evaluate your collaboration with the university community, administration, coordinators, teacher educators or supervisors?

4. Do you give trainee teachers any extracurricular tasks? If yes, or no, motivate

5. How much support do you offer them while performing the tasks?

6. How do you evaluate your support for the trainees during the teaching practice?

7. Are there challenges you have faced in the whole programme? How do you manage them?

APPENDIX G:DOCUMENT ANALYSIS CHECKLIST

I.   Selected Courses for English Subject trainee teachers in PGDT program
1.   Teachers as Reflective Practitioners
a.   Course description
b.   Objectives
c.   Content
d.   Teaching Methodology
e.   Assessment guide
2.   English Subject Area Teaching Methods
a.   Course description
b.   Objectives
c.   Content
d.   Teaching Methodology
e.   Assessment guide
3.   Practicum
a.   Course description
b.   Objectives
c.   Content
d.   Methodology
e.   Assessment guide
4.   Action research
a.   Course description
b.   Objectives
c.   Content
d.   Methodology
e.   Assessment guide
II. Recorded reflection tools
a.   Instructions / guidelines given
b.   Content
c.   Space for reflection

APPENDIX H: OBSERVATION CHECKLIST

I. Micro- Teaching Observation at the university

Teacher Educators Code _____

Trainee Teacher's Code _____

Date: _____

Grade :_____ **Duration** _____

1. Content of the lesson

   . depth

   . relevance

   . appropriateness

2. Organization of the lesson

   . beginning

   . middle

   . closing

3. Instructional techniques

   . applicability of the theories

   . considers all level of learners

   . use of different medias

   . time management

4. Feedback session

   . nature of the feedback

   . content of the feedback

II. The ELT classroom observation at the schools
Trainee Teacher's Code _____
Name of the School _____
Date: _____
Grade :_____ **section** _____

1. Content of the lesson

   . depth

   . relevance

   . appropriateness

2. Organization of the lesson

. beginning

. middle

. closing

3. Nature of the activities

. room for interaction

. practicality

. context

. engaging

. appropriateness to the level

4. Teacher – student interaction

. encouraging students to participate and reflect

. provision of satisfying feedback

. engaging students to take part in giving feedback

. maintaining attention throughout the lesson.

III. Observation during the supervisor and trainee discussion
Name of the school _____
Supervisor's code _____
Trainee's code _____

1. Regular schedule
2. Guideline / outline
3. Based on written documents, recorded lesson, diary, portfolio work etc
4. Discussion recorded
5. Mode of discussion
6. Major focus areas
   . content
   . teaching methods
   . use of aids
   . classroom management
   . language use
   . lesson planning

APPENDIX I: INTERVIEW TRANSCRIPTION

I. Trainee teachers interview transcription

Questions	False names of Participants				
	Tena	**Fana**	**Ziyad**	**Kiya**	**Cheru**
1.How do you express the course *Teachers as Reflective Practitioners*? Tell me more about the content of the course.	We started the course but didn't finish it when we went out for practicum. But as the instructor told us in practical examples it is very important to see how our every day performance is important to improve. We learn from our everyday experience	It helped us to analyze how much we were taught in the theory courses, evaluate ourselves how much we made things clear, how to be transparent and interact with students	I was very frustrated but as the reflective teacher course instructor told us I prepared a lot before class, realized that the more I experience the more I become confident and improve	As a reflective teacher I realized that there are three types of learners and the interaction with one another will help me to help them from each other. The course is about theories of reflection in teaching and experience in implementing it in teaching. We finished the course quickly; I cannot say more.While I was taking the course it helped me to visualize the actual classroom	We took the course for a few days, but it was important to understand that we should check our teaching before while and after. I also learned that I shouldn't be frustrated when face some challenges, I will think of the solution talking to the other trainees here.Though we had a few days in class, I remember it was about reflective practice in teacher education and the value of learning from experience. Unit one defined reflective practice and the others were about reflective practice in teaching
2. How much do you say the reflective course supported you in developing yourself as a	As I said earlier it help to improve every d practice. Reflection natural; we didn't do it a requirement	It is very important evaluate ourselves. B we don't have t culture of recording one told as to have written reflection. We	Yes it is helpful. We sit here as we a waiting for class a discuss how thin would go during less planning but no one to	Yes helps to visualize our classrooms while preparing, I do think of how my class went and try to not	It was very helpful as I said earlier, the first day would be so frustrating if I hadn't take the

professional? What does the practice look like? How did you practice reflection?		informally reflect w[ ] our friends	us to do it.	repeat the errors. I know it is natural to make mistakes improve next time.	reflective teacher course and our instructor shared us his experience. But yet there is nothing we are asked to reflect on. If students laugh I should wait till they finish and try to know why?
3. Do you say that the Reflective Teacher course and the reflection practice helped you to bridge your experience, the content knowledge, theories, English subject teaching methods and the teaching practice/ practicum?	Yes, even the university courses were not enough to be English teachers. Classroom management is very important. In the university we were made to visualize the actual classroom. When we came here it helped us a lot. But still it was very challenging. Every time I was thinking of strategies to manage the class well. The psychology courses really helped me	Yeas it was like learning from the scratch. I knew that I missed several learning opportunities in the university and even when I was in schools. It is not enough to have degree in English. These PGDT courses were also important. And here you see how those methodology and psychology things are very important. I saw how I was earning every day. As my reflective teacher course instructor told me every day was a new day.	Yes, for example we had peer teaching at the university, but it was a group work I didn't teach. I didn't even take things serious. Now I learned that my voice is very poor due to fear. I knew that experience is better that leaning the theory. but most of the things our instructors told us are really true here. Teaching is very demanding. We didn't have enough content knowledge before we came here. I was a very shy person but now I'm developing confidence.	Yes, I saw how practical the things we took in the courses were, I mean the PGDT courses, everything. But most of the things were for me based on rote memorization, even presentations, but here it is real, if I had such practical presentation or even peer teaching, it would be easier here. However I learned to bring everything I know into practice.	Everything is so practical during the teaching practice. During the peer teaching I was taught the lesson representing the group, it was challenging, I started teaching last year before this program and I knew how the pgdt courses are so important. My teaching is different now though the environment here is difficult but the students werevery much difficult. But I learned that student need good handling. The undergraduate courses at the university were not enough, the practice made me see my gaps. But some methodologies the teacher use here are contradicting from what we

					were taught.
4. What were your experiences in your observation and teaching practice? What was/were the most important event(s)/incident(s) for you? Why was it important for you? (Support idea with your knowledge on teaching theory and your experiences. Also consider the practice of reflective teaching and learning	The observation was very important for me, when I saw them for first time I thought it would be frustrating to face these kind of students I'm from rural area and they are from city and they are as old as I'm. but the information helped me to be prepared to face them and it was encouraging to see that the school was also challenged by their bhr.	My observation day was on exam day and it gave me the opportunity to learn who they are, the weaknesses and strengths. It also helped me to identify the gaps. Because the teacher gave me the answer key and corrected the papers.	I was very curious to see how teacher is doing in class. I followed every step and took note in my heart. Saw that students don't bring books into the classroom but detach the cover page and put it on the desk. I saw how they were cheating the teacher. did you tell her? no	If I had started classes before observation it would have been very shocking. I didn't know that students will be that much disturbing even with the classroom teacher. I learned that students become less interested non responsive when the teacher sys everything in English.	I saw things very contradicting. Theoretically in subject Area teaching methods learned that reading is silent but on the on observation day I saw the teacher calling names and asking them to read part of the text aloud, and the next part another students. I also learned on that day how teaching would be practically demanding as the students are very restless. But it help me to see how I should be prepared and handle the class.
5. What tools or guidelines are you given by your instructors and supervisors? Have you been practicing collaborative teaching and learning? Do you teach in pairs or team?	No, there is nothing but the subject area course instructor told us we will write a portfolio the practice Group works were very common at the university. Though a few of the group members usually do the tasks we learn from each other. But we don't teach in pairs. Even for peer teaching though we prepared the lesson in groups of 5 it was only me who got the chance to teach	No we were not given any guideline or require to give a written reflection. Portfolio is for subject area teaching course, not now, it will be when we complete the teaching practice. Collaborative teaching very common we also that with our studen We form mixed abili group and make the help each other. But v never tried collaborati teaching. I think it is individual role.	No my supervisor AtoAnteneh also asked me if I have a written report. But we were not told to do so. But during less planning a preparation, I think the mistakes and try r to repeat them. Yes, collaborati learning is ve important. O instructors usually gi us tasks to do them collaboration. I li team work. But tea teaching no.	No, no written guideline. But reflection is natural so I always do that in my heart every night. One day I realized that I gave them a wrong answer the next day I said it was wrong yesterday. The answer must be… Imm…collaborative learning is very help at the university. O instructors model how give tasks f collaborative learnir Team teaching is r common.	Yes, I think the subject area teaching methods course instructor told us we will prepare a portfolio about the teaching practice. He will give us a format I think. It is very common we were usually given group assignments and we learn from each other but some students don't use the chance and a few

| | | | | | do. I also do that with my students. We are taught how to do group works in classrooms. Collaborative teaching? No we don't. |

6. What do you say about the supervision and the school principals' support during the teaching practice (I want you to tell me this in terms of availing resources, friendliness, focus of the comments, teaching and learning approaches, class room management or any other)	

a. Supervisor	I really appreciate my supervisor. He was so friendly. Though I was so frustrated he helped me to calm down the class gave them instructions and at the end he told me to be more student centered. No comment on the subject content.	My supervisor is very serious. If I didn't know him as my instructor it would have been so difficult he asked me several questions including my dressing. Though I was prepared I think I made several mistakes. I have some questions to ask him but I think he is not coming again. He seriously commented on my writing a note on the board it was about the meaning of newspapers as part of the pre-reading activity.	My supervisor was so friendly. He advised me to be more serious and strategic as a female teacher. he told me what I should do with such teenaged to make them behave in the class. He hasn't said anything about the content, he just told me to be more prepared. When my supervisor came I was at the middle of the lesson so we argued about how I should start the class.	I was very nervous when my supervisor wanted to see me teaching in a different class for sake of saving his time. Actually he was so helpful, he encouraged me and gave me very supporting feedbacks at the end except my fear. Yes it was accidental and it was in another class I was not even conscious.	My supervisor was very helpful; though he didn't stay longer in my class he gave me very supportive comments. For example my pronunciation was poor and he made a list of words and asked me to check for my pronunciation.
b.Mentors	He is a visually impaired teacher.one day I invited him to observe my class but he didn't give much comments, he said I was like an experienced teacher. But he gave me comments on the exam question I have prepared. He told me what I have to do to control the misbehaving students. Then he	I had one day observation and told me to be careful with the misbehaving students. Frist thing in class is checking if they have brought materials if not they will be disturbing. She introduced me to the class and told me where to start the teaching. She didn't observe my teaching.	The classroom teacher first took me to her class and introduced me to the students. I didn't observe her class. We had observation in groups in another class. She told me where to start and to come prepared otherwise the students will misbehave. But I found them better	He took me to his class and I observed his teaching for two days. He seems very prepared and careful but his way of teaching was different from what I was taught at campus. Subject area? Yes, he prepares notes for grammar lesson and wrote it on the board. He told me to do the same as it	I observed her class once and introduced me to the students and told me where to start. One day she came she checks how I was doing.

	didn't come again.		than the class I observed.	helps them prepared for exams. He undermines my way of teaching.	
c.Principal	The principal was a very matured woman. She is so welcoming. She gave us orientation about the school rules, the bhr of the students and introduces us to the school teachers. Then, arranged classes for observation and assigned us to the class where we are going to teach. Every week she checks and signs the lesson plan, give comments, tell us how to prepare exams and how to handle the students.	She was a very caring person. She facilitated everything and gave us, materials, direction on the school rules, lesson planning, students 'behavior, format for attendance and direction on where to start. She was always available in her office to support us. The school seems stable. She managed it well	I missed the first day. The principal gives us the lesson plan format and every week he checks for same thing and signs on the lesson plan. He provides us with the materials we need, duster gown etc. The school was n stable and he does seem concerned abou may be too busy handle it.	Most of the people here were very welcoming and friendly, but it seems the students'behavior was very difficult and the principal doesn't help us in controlling them if the class is after break they come 15-20 min late.	The principal was very hard working. I wanted to talk to him about the students' behavior but he was very busy.
7. Do you also encourage your students to reflect on your teaching?	I always ask them to tell me if the lesson is not clear enough. They love my class more that others they even ask me to give them make up classes. No specific comment though I asked that to give me comments on my weaknesses they always say it is good. They are no critical	Some students are willing and cooperating but they don't know what to say in English, I will ask them to write it on paper at the end.	Yes, my students are well behaving and helpful, just after the first day they told me to use mother tongue sometime. They also asked me to give them notes but I tried to convince them that the practice is more important than the explanation the learn English.	No comment with my students, may be, I will ask them at the end. The never taught their feedback will be relevant. But I ask them if they have questions at the end.	I do ask them but they always say it is good. I didn't actually insisted them to tell me what I should improve. I don't think they are interested or they don't know what they say
8. Do you have a schedule for peer reflection? (How do you do that? based on tabulated note? list of questions? recorded lesson?	No, I don't. but I usually have a habit to evaluate the lesson I did every day. I saw the teacher making mistake, the same night I went to the library and read about the grammar lesson to be more clear. Yes I	Yes we often check on each other after class or while we are preparing the lesson plan. But specially when we face some challenges. Usually the topic of discussion is and the students behavior.	No we don't have regular schedule. But after class or before class we discuss, for example one the first day I was not prepared enough and it was not a very uncomfortable class, and I met	We can't call it a regular schedule but we do usually sit here and share experience on lesson planning and other issues. since we are given the same lesson plan format and it is a requirement before	During the class observation, the classroom teacher was asking students to come to the front and read aloud a text. Even there were no pre-reading, we talked about

	do that every day.	We usually share out lesson plans. They are almost uniform.	two of my friends we did their first class, we talk how it is important to be prepared before class	we go to the classes, I do it here and usually ask my friends about new things I include in the plan.	it it contradicts with the teaching strategy we were taught, I became confident about the issue b/c we all have similar idea from the theory. was the lesson reading for fluency? No it was reading comprehension.
9. How do you understand your roles as a trainee teacher practicing reflective teaching and learning	My role as a reflective trainee teacher is to take courses and try to practice them as much as possible. For example I tried my best to implement the theories in Subject are teaching Methodology course with my students in the classrooms. I learned so many things from the teaching practice, from my own observation from the comments of my supervisor and improved some of the errors. I will do the same in the actual teaching. I usually like to try something new so it is also my responsibility to bring something new my students, then I will learn if it works or not.	it is my responsibility to attend classes and learn with my full potential. A reflective teacher has to consider experiences as well. During the teaching practice lesson we were supposed to observe classes then we took over the teaching. Thus, lesson preparation classroom teaching, exam preparation, lesson plan preparation were my roles.	My roles are very clear I will do whatever task my instructors give me. Active involvement is expected in the practice of reflective teaching and learning. During the teaching practice I had teaching is my role replacing the classroom teacher	my role is to do tasks given by the instructors. As a reflective practitioner I have to learn relating the theory with the practice and do the practice teaching according to the theories. I understand experience is very important so it is my role to learn from my experience and others. During the practicum lesson preparation and teaching are my roles. Teachers role in the school is not only teaching: there may be others but we were not given any other than teaching.	Students' role is easier than the instructors' role at the university though it is our part to follow the instructions and do things accordingly. For example, during the peer teaching the instructor gave us only the instructions and we prepared a lesson and taught the lesson for our classmates. But the instructor has to sit and comment on every presentation.
10.Whatwere the challenges you have faced while taking the training?	Time was very short. There were some contradicting experiences b/n here and what we were taught at the	The students were so frustrating, due to their age. Shortage of textbooks. Students poor language make them inactive. They	Poor English performance of the learners', even mine too, it was difficult to explain things in a more simple	Their teachers used to give them note so they expect us to write it on board, they are note active as	Teaching reading was challenging no enough books in class or other reading materials in the school. The

	university. Lesson planning was challenging I couldn't manage well the time on the lesson plan

Actually the students were challenging and we are from different background | are also grammar oriented | language so I was forced to translate. The old tradition of the teaching; they always wanted us write notes, | language class.

Less support from mentors, and supervisors, no continued support guideline and advice; sometimes things confused us while teaching. | is a difference between what we were taught and the practice here. Sometimes we need some supporting materials like tape but there is nothing here |
| 11. Were you also given other extra-curricular roles that will help you learn the community and the context better in the school? | No nothing. | No, but one day invigilated grade t students for model exa Not in the clubs or any | May be we invigilat on exam day. | No nothing | Nothing other than teaching, testing, taking attendance, and preparing exam questions. |
| 12.What do you suggest for next time? | Time was very short. I saw how theories are practical here so if emphasis is given for action research to focus on practices it will help us.

The school princip should closely follow t students. | April was not right time; due to holiday and exams the teaching practice was short. Lesson plan is checked only by the principal, subject teacher can help. Supervisors should visit us more than once. | The teacher educators at the university should be very experienced teachers. University instructors should be more serious about practice; then it becomes relaxing when we start teaching. | I like the welcoming face of the school community, that is very encouraging, but after first two day they all go, we make long queue to wait for the principal to sign lesson plans, subject teachers can help | Time is very short and it was holiday and exam time. We didn't get support from the mentors and supervisors visit was only for evaluation. It can be more practical than this if the university training is also practice based. It is only examples by teachers. |

II. Teacher educators interview transcription

Interview questions	TE 1	TE 2	TE 3
1.What is your perception of reflective practice? Explain the objectives of the course, '*Teachers as Reflective*	When is compared to the previous programs reflective practice is treated fairly in this program. The course "Teachers as reflective practitioners" is given as a 3 crhs similar to other courses. But it is too theoretical. I don't think it addresses the gap b/n theory and practice b/c it doesn't refer to our natural context and it is not integrated with	RP is a tool for both the TEs and the trainees to link their experience, the theory and the practice it is a very actively engaging learning tool	Reflection is a very important tool to link three things, personal experience, theory, and actual context reflective teaching gives students value that they have something to contribute it also allow them to be critical and as what to do and why so it makes

Practitioners' in terms of preparing reflective teachers.	the other courses.		them conscious and critical about what they think, know and practice I'm glad that MoE took the initiative and prepared a material for teaching this course
2. How do you evaluate it in bridging the gap b/n theory and practice?	By definition relative practice means all about bridging ones experience knowledge theory and the practice in real context linking knowledge in about other subjects, methods, theories of teaching, student's behavior.Reflective practice by its own means nothing. The practitioners have to bridge all the courses, experiences and the school context together	Theoretically speaking, of course it do bridge the theory and the practice as I tri to define it earlier Even the way it is added in the PGDT program in our as ether might be no space or time give for practicallyexercise reflection but I do believe that it helps the trainees to see the areas they should reflect on as reflective professional during the practicum I would ask my supervisees to reflect on their own teaching. I do always guide them tocrosscheck their teachingwith others that will help them learn from reflecting on each other's work that would also link the theory and the actual teaching.	The course surely bridge theories and the practice explaining in lectures not in practice.How to implement needs practice not theory. For this there are individual differences and the realty in our case doesn't allow that.
3. How do think the other courses help the trainees practice reflection? Do you see any link?	I don't see any link b/n the reflective practi course and the other courses. Because t content of the course doesn't address the oth courses and the overall practice.	It is true that as I said earlier it is a tool to link everything the trainees have learned from experience, the courses and from the practice so other courses should also have a space for reflection on theory and practice; however, because the courses are more theory oriented and the time is very tight; I can't say there is a space for practicing reflective teaching for example if we take the ELT Methods courses, the first part is on theories of language teaching and learning, the second one is offered in the second semester which is partly on practicing language teaching, including peer teaching and micro-teaching, but before they do that they should go to the school practice before it is exam time in the school then when they come back after practicum they won't give that much attention for what it left at the university and soon after it becomes time for exam so no time to link the courses with the theories of reflective teaching and learning. May be action research will be a meaningful as they do finalize their proje	When I start from the RP course material, it is good to have organized module but it is more on theory it doesn't address the teaching and learning context in Ethiopia and doesn't have space for reflecting on the contents of the other courses. Therefore the practice is highly affected by the individual teacher, the trainees and the TEs background some of us might by the interest, experience and very good understanding and we can be model reflective teaching in the way we handle the course others can do nothing but reading the material. However if we see the other courses for example, if we take the subject area methodology course, as one of the courses in this program it should have space for reflection on the content knowledge the trainees got in their specific areas and the teaching methodology and the actual practice. but the course is still more on theory of teaching specific areas for example ELT and

		after school attachments	time is not enough.
4.What does the practice look like?	On the first place the material is poorly designed, there is a lot of repetition and it is more on theory it doesn't address Ethiopian values practices and the context in general. It is copied from somewhere. Second the TEs have different background and perception so I don't personally believe that they teach thecourse in the way its framed. Third our education system itself is still very old; it doesn't allow us to be open for reflective practice. Our system is exam oriented so I would rather teach the theory in the material and prepare my students for exam b/c that is what the others do and what the system allows the other thing there is no enough time for that. In our classroom lie more 30' is spent writing on the board and the rest 10' will be for explaining the content there is no time to invite the students to reflect. The practice of reflection should start from the classroom but the classroom teaching in the university is all the old traditional way it is very disappointing that apart from the fact the trainees take a course which aimed to teach the tools and develop the skills of reflection; they know nothing about what they would do during the practicum session. If you don't ask them to do this and that they don't realize what and why they are doing.	When we talk about the practice I can say nothing done in partial terms except the trainees are taking the course teachers as reflective practitioners, the rest is left for individual teachers for example I told you my practicum experience how I would guide my supervisees to reflect on their own teaching other supervisors may not do it the same way because we were not given clear guide on helping the trainees to practice the sill of reflection and we are not asked to submit any written report on the trainees progress or about the whole process I was told to submit only the grade moreover we the teacher educators are not reflective teachers so I can't say we are modeling reflective teaching and learning the content of the courses doesn't allow us to do so if we take the practicum, it is only a one month course; they go to the school observation during the first week and get 2 or 0 observation during the week they are supposed to reflect after observation but there is no time for that and they start teaching on the second week.	I personally believe that if we link what the reflective course says with the practice, the student teachers enjoy learning because the course helps them to link their experience, knowledge and the practice.It makes them feel like they are doing something meaningful; however as I said earlier it is all about the commitment of individual TE to make it practical. The problem is the education modality we follow we still focus on the content knowledge not on the practice and the skills of the trainees.If I tell you my experience I always start the course defining the reflective practice; then I tell them an African story which I heard on a workshop about a mother whose daughter tries to learn how to cook cassava meal observing ritually what her mother does. The story clearly demonstrates what reflective practice is.
5. Is there any knowledge gap among the teacher educators' who are giving the course or other courses?	On the first place if we talk about the teacher educators who are give the course teachers as reflective practitioner, they are from different background though they might have experience in different context about reflective teaching or reflective practice, because the idea reflective practice is not new however there has been a course or training for the teacher educators in the previous program some TEs except reading what the course material says, they may now have enough sill and knowledge to be reflective teachers themselves and to educate the trainees as reflective practitioners for the other course instructors, it is also the same I can say from my experience that our teacher educators are traditional teachers and the		As I have mentioned before TEs are from different background and their commitment is also different that is always the reality however when we come to the course RP or incorporating it in the other courses and in the whole process in general some kind of awareness raising workshop and seminar would be good for all of us

	education system itself is also traditional, it is discipline based it is not outcome based so they aren't be reflective practitioners		
6. How do you evaluate the collaboration b/n the university the college the supervisors and the school?	I can say there is no that much meaningful collaboration. As a usual trend each stakeholder knows what she has to or he has to do as it was before during the old curriculum. The program or the curriculum changes but e teacher educators and other stakeholders don't usually sit together and discuss things moreover there is no honest reporting and the stakeholders get the MoE and TEIs get wrong information from the stakeholders about a program	I can't say there is a structures collaboration and assigned roles every time I go to the schools I have never received any support. But I see the school principals them give lesson plan formats for the student teachers, check their lesson plans not more than that actually they receive the trainees and assign lasses for them they don't even give are place to sit and discuss with our supervisees	Generally I can say there is collaboration and ever party is playing its role, the MoE places the trainees, the college of education admit the trainees and offer the training and place them for school attachment, the schools facilitate for the practice teaching however, technically speaking there is poor collaboration for example the schools consider the trainees as replacing teachers not as trainees so the mentors consider the mentorship as additional load so they avoid themselves during the teaching practice for this neither the MoE or the universities do something to fix it because mentors play very important role. They just want to check partition of their lesson is being covered, tests are given.
7. What is your experience in educating them as a supervisor and as a course instructor? Explain your roles and responsibilities	I was away for about three years since the beginning of the program. I see some improvements. As long as I have time I try to show them how to reflect on our thinking experience, knowledge. Though time is very short I try to focus on the sharing my experience with the trainees. During the practicum session again time is the problem but I try to give enough reflection time for each supervisee. I have to equip the trainees with the knowledge and the skills the profession demands them. But as I said earlier our education system still follows the traditional education model which is paper and pencil exam so I have to prepare them for exam and finish the course on time. As a supervisor, I have to go the schools and observe the class at least once, I am telling you from the practical points of view but I know that the observation goes beyond that. Then I have to facilitate for reflection session and give them feedback and finally submit their grades.	I n my experience I think I do two things to facilitate for their reflection 1. As part of the course subject area teaching methodology II I ask them to prepare portfolios from their practicum experience. 2. During the practicum session I try to facilitate a very friendly reflection session and I give them feedback on the areas they should improve and the things they should take as a very good experience. Basically as a course instructor, first I have to finish the course on time, both in theory and practice and evaluate the trainees. I have to provide them with the knowledge and skills that prepare them for the teaching profession. However doe to the content of the courses and the education modality we are following it is more theory than practice. Usually university instructors are supposed to prepare course materials, but due to the modular curriculum we are having for this program we are using centrally prepare materials. As a supervisor I	As a teacher educator I have clearly defined roles to prepare these trainees as reflective as possible. Therefore, it is my responsibility to facilitate for experiential learning. This will be done as much as possible while I am teaching the courses. Supervision is extension of the theories and the practices we had in the classroom at the university. So I have to check if the practice is done accordingly. There are defined role of supervisors in the practicum module but due to time constraints the three phase curriculum is given in one month as a one phase practice so the role are minimized in the same way. Anyways I have to observe their teaching and give them feedback. It is also my responsibility to evaluate them at the end of the program.

		have to observe classes and evaluate the trainees and submit the grades on time. You know at the end of this program I was expecting some king of workshop on managing the three phases of practicum. But we are doing it as usual following the old practicum modality.	
8. What is your principle as a teacher educator and supervisor in preparing these trainees as reflective practitioner?	These trainees should take the responsibility of the future of the country they are like soldiers. They must know how important their role is. Ethiopian values should come to our education system. If we properly implement the rp in our training it will help us to see the gaps critically. To be reflective the learners need to be a very healthy environment. Sometimes I blame our culture. TE are like commanders they are not open they have two selves, one public and one hidden. When they are with the students they play that hidden bossy personality. That is the result of our culture.	My principle teaching is the most important for a country I invest all my time and knowledge as much as possible as if these trainees are going to teach my children, my future. So I believe I have to contribute for this. When I take time with my supervisees giving them feedback and helping them learn from what they did in action, sometimes I find it so frustrating, this generation is less motivated, but I now that it is a very paying job.	My principle as a teacher educator specially for these kind of trainees, they should do more on practice than theories of other people, they should be able to understand what knowledge they have and what their community expect from them and how to reach there.
9. Do you have any written evaluation checklist given by the college or of your own?	I know that there is an evaluation checklist prepared by the school of teacher training. I don't usually use that checklist. Because the checklist is too general. I try to see things depending on situations. Sometime I may supervise trainees from chemistry sometime from HPE or from ELT.	Well a kind of guideline I can say is given by the department of teacher education that is what given for us for evaluation I don't usually follow that it is more technical and I don't find it relevant to evaluate ELT trainees	I use the checklist given by the department of teacher training my supervisees also have that and that helps them to be focused on those areas during the reflection session during the feedback session I try to give them feedback on the content, classroom management, personality, appearance, professionalism, time management etc. I careful plan to address all areas and give them feedback right away. I am always glad to see them improving. I remember one trainees, on his first day he came to me and said I don't think I will continue in teaching if the students bhr is like this. We talked about the kind of the students and strategies he could use. Then after the first week he changed his mind b/c he felt like he has won the attention of the students and he performed well.
10. What kind of reflective tools	I have been teaching in TEIs for more than 20 years, so I use my own experience to	During the practicum I try to facilitate very critical reflection session as an	I can say they haven't been introduced to those tools for

do have you introduced to the trainees to practice reflection? Why?	teach them reflective practice using questions and some sample cases; except that part of the discussion there is no such practical practice in using different reflection tools	experienced TE I always tell them to learn from their practices so I suggest them to have peer reflection, use their smart phones to record their lesson watch it latter and reflect on their teaching according to the theories they have learned	practicing reflection during the course, but during the practicum there are guiding questions to write their portfolio and that is part of the practicum but still there are individual differences. There is no uniform procedure and we follow different criteria for the evaluation on the other hand how many of the TEs know about the reflection tools? If the course material is prepared given enough guide that would be one thing to bridge the gap
11. What do you think are the challenges in education these trainees as reflective practitioners?	The challenges are multidimensional. The first thing, our education system is not modern, policy makers usually don't usually consider the actual context there is a huge gap b/n us and them they don't usually evaluate what is happening on the ground our school culture is not still open it doesn't promote open-mindedness it is a reflection of our social and political situation TE are like commanders; they can't be model reflective teachers it is mostly giving and taking most of all the trainees in this program are not motivated reflective teaching and learning needs motivation as the status of education is going down the TE and the trainees are getting less and less motivated every time the other thing is our work load reflective practice demands time with theworkload I have I can't devote time to reflect on my students progress and give feedback the last thing but not the list is the material it is more theory based so I tae most of my time covering the content and prepare my students for exam because we have exam oriented students

Lack of democracy is la of reflection

Above of all the time is very short | The first one is that the trainees are not motivated,

There is lack of coordination among all the stakeholders. For example, I am from the department of English and the school of teacher training assigned me to supervise about ten ELT trainees, but nothing else except the names of the trainees and the school where they are assigned to. The other is the time is very short, but too much work load. The other thing is the attention given to the program. No one is taking the responsibility. I use my experience and try to do things as much as it is needed for the trainees, but whichever way one will be doing it no one is going to follow up. So things are not done uniformly or as to the standard. People do things based on the level of their personal commitment. | The first thing is motivation of the trainees, since they get less benefit as a result of the PGDT certificate they show very poor interest moreover thing is the least choice for majority of them. Time is the biggest challenge

The other thing is the way the materia are planned you may understand h things should be done to educate the trainees as reflective practitioners b you have to follow the mass line a prepare them for exams. |
| 12. What do y suggest for t improvement of t program educating t teachers reflective | On the first place the contents of the course teacher as reflective practitioners should be minimized and more over should be given for the practice more time and attention is given when material I prepared the material should address Ethiopian values, thinking and the fats in Ethiopian schools | The MoE, universities and the college of education should revise their collaboration and see things very seriously. In order to educate reflective teachers, more experiences TE who have both the skill, the subject area knowledge, teaching methodology | Different things should be done at different levels including MoE. The first thing I feel is the way the TEs are trained here is something contradictory those who join the teaching after second degree may not have taken any teaching course. |

practitioners?	for example mentors in Ethiopian schools are very much loaded they can't mentor the trainees unless there is something for them as a compensation. The mentors role is stated in the framework but they are doing nothing; the education system itself should be consistent with the current trend. We can't implement reflective practice in a traditional education system. what we teach should be also consistent with the actual situation in Ethiopia; what we teach in the classroom and what we say on paper shouldn't contradict with our practices workshops and trainings should be part of the program so that the stakeholders sit together and uncover things happening. There should be some kind of mechanism to motivate the trainees. Teacher education is the most important sector for the fate of the generation. Motivated trainees should come to the program; if not we can do nothing. The trainees are very basic for whatever we are doing. If they are willing and motivated they can change everything. We have to also change our teaching and learning culture, for example we don't have the culture of collaborative teaching; TEs are the result of old traditional education system, so we can't be good models to educate our trainees as collaborating teachers and learners.	knowledge and who devote to pay their time, skill, and experience should be assigned to supervise during the practice mostly general practitioners I can say who don't have specific subject knowledge or how to teach the subject thus their feedback is limited in the same way mentors play a very important role in guiding, supporting and helping them to reflect on their teaching, but they are excluded b/c they might ask for some kind of benefits.	The modules should be supplemented with more practice. The trainees have the subject area knowledge so this training should be more on developing their teaching skills here reflective practice plays the biggest role. The other thing, the university should facilitate for real collaboration among the stakeholders to support the trainees learn from every experience they get from the stakeholders. But The university doesn't follow the professional support rather they focus on financial and administrative issues. For example they could have done something about mentorship. Some kind of credit should be given to those who are attending the training. For example pocket money has been given since last year and that minimized absenteeism and their motivation is improved a bit.
13. Are there things which could be taken as opportunities in educating reflective ELT teachers	It is good to have these trainees in the PGDT programme; they have already covered courses in specific fields of study. So we are not training general practitioners they are teachers. So the training is focused. But the problem is competent trainees are not joining the program. Least performing students are joining the profession. These people don't have the courage even to take the responsibilities as reflective teachers.	I take the inclusion of the reflective course as an opportunity for us that make the trainees aware of the areas they should work on for improving their profession	In this program the course RP is one of the good things. Even the structure of the program itself is good to focus on professional training, practice based training. If the repetitive theories contents are minimized and if more practice is given linking the contents of the courses in practice it will become successful training in relative terms.

III. Academic vice principals interview transcription

Interview questions	SP 1	SP 2
8. What role do you have in engaging the trainee teachers during the	Everything related to practicum is my responsibility. So, we give them orientation together with the classroom teachers on the first day. This year they came when we	All academic issues related to the classroom teaching and learning, teachers' assignment, distribution of resources are my responsibilities. Therefore, everything

practicum? Motivate your answer	were giving model exams for grade 10 students so some of them participated for invigilation but there was no orientation. Then I assign them for classroom observation. I offer them necessary materials, books, lesson plan format, teaching gown, attendance sheep and everything we have.	related to practicum is my duty. Besides, I give them support on teaching methodology, lesson planning and exam item preparation. I ask the classroom teachers to check the content of the exams when it's time to give test but I cannot ask the classroom teachers to stay here.
9. Was there any orientation given to you on how to support the trainees and overall teaching practice activities?	There was no orientation. We know the tradition. So we do things accordingly. Practicum is not a new experience.	No orientation. The coordinator, I think, called me and told me that they are sending trainee teachers for one month teaching practice. I have more than 20 years of experience and more than 10 years in this school I know what to do.
3. How do you evaluate your collaboration with the university community, administration, coordinators, teacher educators or supervisors?	Our collaboration is very smooth. We were also products ofHawassa University, for both my BA degree and MA in Educational Planning. It is obvious, clear that we have to collaborate. As to my knowledge there is no any written agreement. They just sent us letter and do whatever they ask.	We have very good relationship. There is a general consensus that we have to accept trainee teachers from the university and it is our responsibility to facilitate the teaching practice. There is no such a written document specifying the activities, but it is clear. They usually sent the list of the trainee teacher with their respective fields of specialization attached with official letters. But this year they informed us over the phone. If we ask for any help we know that they would but nothing so far.
4. Do you give trainee teachers any extracurricular tasks? If yes, or no, motivate	No, but a few student teachers helped us with invigilation. They do not have much time for that. Their schedule is very short.	We don't give them extra-curricular activities because their time is short. I try to help them to interact with their students as much as possible and learn the school culture.
5. How much support do you offer them while performing the tasks?	As much as possible I try to stay in my office if they need any help managing any challenge related to the students. I check their lesson plans and comment. I check the format of their lesson plan, they already know the content or the supervisors guide them.	I'm always available for any help. I try to be friendly and close to them for any administrative or professional support. I check their lesson plans, their attendance, move around and check their interaction with the students, and their classroom management.
6. How do you evaluate your support for the trainees during the teaching practice?	I recommend the classroom teachers to watch them and give them professional support while they are replacing them. I can't force them to stay here because they need payment or compensation. Mentoring is not part of their duty. I can't pay them for that.	We do our best to support these student teachers because they are future teachers our children and the countries future is in their hand. But you know I cannot give them more on subject matter issues or I cannot force the classroom teacher stay in school and support them professionally. It is beyond my power.
7. Are there challenges you have faced in the whole programme? How do you manage them?	The trainee teachers were poor in managing the classrooms. Students are not interested to attend the student teachers classes because of their poor performance. The practicum schedule is not well planned. Student teachers come here when we busy with model exams. Moreover, the supervisors and coordinators don't come with their students so the burden becomes on us. Mentoring is the other challenge.	The student teachers are academically less performing; students usually misbehave due to their poor handling of the classes. The supervisors don't provide them frequently support. This year they came late and the schedule was very tight.

APPENDIX J: SELECTED COURSE MATERIALS

Course 1: Teachers as Reflective Practitioners

Course Description	Objectives	Content	Method of delivery	Assessment
It is a course intended to equip trainees with the theory and practice of reflective thinking as applied to the teaching learning process.	Develop thorough understanding of the professionalism of teaching, teacher learning and teachers' actions.	The concepts reflection, reflective thinking and reflective practice	Teacher presentation/ lecture	Professional portfolio
Reflection is a cross –cutting issue.	Develop the capacity and competence for evidence-informed teaching	The nature of teaching and its integration with reflection	Presentations and reflections	Group and individual assignment
The course gives the trainees the opportunity to examine the educational theories behind the application of reflective thinking and action to teaching and exercise it during the block of time allotted to the course.	Develop the skills for lifelong leaning as professional	The notion of reflective teachin	Group discussions	Quizzes/ tests
	Disposed towards enquir in teaching	Action research a a strategy of reflection		Final examination

Course II: English Subject Area teaching Methods

Course Description	Objectives	Content from chapters	Modes of teaching	Assessment
English Subject Area Teaching is a course to help trainee graduating from the PGDT programme get the fundamental skills and knowledge of teaching English language	Keep reflective position regarding fundamental language teaching and learning theories and utilize the strategies Demonstrate self-direction and reflection on language teaching and learning and	Theorizing English language teaching and learning. Definition of terms and acronyms	Interactive teaching and learning; self-reflection	Portfolio development
It offers opportunities in examining all possible options in using variety of English language teaching methodologies and strategies	Describe learners in terms of learning styles, strategie and individual differences Analyze and demonstrate understanding and use of different ELT strategies	Language learning styles and strategies Theories of teaching listening, reading, and speaking skills	Interactive discussion and presentation Tasks in pairs, individuals and in groups.	Reflection presentation and micro-teaching
It explores fundamental concepts ar techniques in teaching English by integrating macro and micro language skills.	Build up methodological skills to the expected level. Acquire understanding of current problems in teaching English language skills.	Teaching gramma vocabulary and writing skills.	Discussion reflection, micro-teaching, career portfolio	Essay writing quiz Library term paper on problem areas in the module
It engages trainee teachers in developing materials, designing language teaching tasks, organizing students in different modes and testing.	Distinguish several basic principles of ELT syllabus design; and, determine appropriate learning materials. Develop various English language testing skills, distinguish effective test construction method.	ELT material development, evaluation and testing.	Discussion, analysis and presentation, reflection	Presentation of a topic material, test evaluation report, analysis, final exam

Course III:Practicum

Course Description	Objectives	Content	Method of delivery	Assessment
It is a course to change the practices of teaching and learning allowing trainee practice several effective principles of teaching and learning It is a supportive course promoting feedback provision	Enable trainee teachers to become reflective practitioners. Provide trainee teachers with the theoretical and practical experiences they need to achieve all the standards set by MoE.	Pre-teaching school placement (school environment, students behavior, classroom teaching, extra-curricular activities, resource centers, community-school relation)	One week Intensive school observation	Portfolio, presentation and reflection
It is a forum for developing communities of learning and practice.	Equip the trainee teachers with the knowledge, skills and dispositions to become effective teachers. Create awareness that teaching is a lifelong professional learning.	On-going school placement	School-based assignments (linking the courses and the school practices)	School based assignments and presentations (reflection on theo and practice
It promotes reflection before, during and after teaching practice. It is a learning process rather than requirement for the programme.	Develop the nature of teacher professionalism, responsibilities, values and ethical practices	Block teaching, Lesson preparation, Lesson plan preparation; non-extra-curricular activities	Actual teaching in the secondary school classroom	Teaching and reflection with mentors, and supervisors followe by feedback

Course IV: Action Research

Course Description	Objectives	Content	Method of delivery	Assessment
Action research is a course that focuses on knowledge, skills and dispositions applicable of action research in the context of teaching in Ethiopia.	Explain the concepts, importance of action research	Concepts of action research	Presentation, discussion and reflection	Action research project written report
It develops conceptual and analytical skills of trainee teachers to conduct action research on issues related to teaching and learning	Identify the processes to be followed in conducting action research	Processes of action research	Presentation and reflection	Portfolio of evidence of the performances activities
In a synchronized manner and interspersed within these contents, you undertake practical action research project following the processes of action research.	Apply your knowledge and skills of action research by identifying an issue and investigating it following appropriate approach	Preparing and presenting action research reports	Modeling and practice	Mentor/supervisor assessments and feedbacks
	Write up report the report following the standard procedure.	Reporting format	Sampling and practice	Report and presentation

APPENDIX K: RECORDED REFLECTION TOOLS

Portfolio from school 'A'

content	Cheru	Kiya	Ziyad
Introduction		Very short introduction about portfolio writing	
Table of content	Table of content indicating topic and subtopics in the portflio		
School background	Date of establishment Level of the school (grade 9 to 12) Name of the school at the beginning and number of the staff members Name of the principal at the time of establishment Contact address	Very short review of the school background starting from the date establishment to vision mission statement.	Background information about the school since the time of establishment up to now
Vision and mission statement of the school	Vision, mission, objectives and core values the same way they are written on the school board.	Vision, mission, objectives and core values the same way they are written on the school board.	Vision, mission, objectives and core values the same way they are written on the school board.
Number of section and students in each section	Given a table indicating the number of students and section from grade 9 – 12 and the number of students, male and female enrolled for the academic year 2018		Given a table indicating the number of students and section from grade 9 – 12 and the number of student male and female enrolled for the academic year 2018
Number of teacher	A tables that shows the number of female and male teachers including lab assistances.		A tables that shows the number of female and male teachers including lab assistances.
General reflection	Reflection on the strong and weak sides of the school. The refection includes the physical setting of the school to the academic achievement.		Wider general reflection on what the trainees has observed in the school including the strong and weak sides of the school. The refection includes the physical setting of the school to the academic achievement. (sounds a copy of c1)

Explanation of events during observation	Students bhr Students English language skills Unpunctuality of the students Poor classroom participation	Reflection on the impression the trainee had about the school starting from day one t the last day. Its more negative.	Students bhr Students English language skills Unpunctuality of the students Poor classroom participatiq
Conclusion and recommendation	General reflection on the English language learning ability of the students and suggestion on helping them improv their language learning.		

Portfolio from school B

Guiding questions	Code 1	Code 2
School teachers mechanism for handling misbehavior 1. How did the teacher respond when misbehavior occur? 2. Did the teacher respond to disruption on the spot? give example 3. Did the teacher respond to the disruption in such a way without disturbing the instruction? Give example 4. Reflection: What do you think is the cause of the disruption? How do you evaluate the reaction of the teacher? What would you do if you were in the teacher's place?		
Classroom observation Do students participate in the classroom? Are students attentive Do students interact with the teacher? Do students interact with one another? Does the teacher use much of the instruction time for the students? Does the teacher make students discuss among themselves? Does the teacher use question of different level? Does the teacher give equal chance for female and male students? Is the sitting arrangement suitable for the teaching and learning? Write your additional observation here and explain your answer for the above points.		
General reflection and evaluation 1. what aspect of the school practice did you find interesting? Why? 2. which aspect of your school observation did you find more difficult? 3. what can you do to improve this difficult situation? 4. What did you learn from your school and classroom observation?		
Lesson plan evaluation Does the lesson plan derive from, and related to, the unit of study?		

Are the objectives clear and measurable? Are the objectives clear and measurable? Are the lesson activities related to the objectives? Does the lesson take into account what is known about learners and learning? Are the materials and resources adequate? Does the lesson plan provide a clear lesson beginning? Does the lesson account for where the activities will take place and for transition? Does the plan provide for assessing learners on the extents to which they have accomplished the lesson objectives? Is the lesson likely "doable" within the available time? Write here if you have additional comments		
Lesson observation Was all explanatory information provided at the top of the plan? (if not, what was missing?) Were the objectives appropriate for the development level of the learners? Were the objectives accomplished through the learning activities in this lesson?		
Materials Were sufficient and appropriate materials available for this lesson? Did the material serve the objective and accommodate diverse student needs? Does the anticipatory set generate interest in the lesson? Is the plan set for the anticipatory set appropriate? Were the assignments of independent work appropriate to the lesson? Were reinforcement activities appropriate for the students? Comment/suggest changes		
Textbook evaluation Create deeper understanding of content Support equity through a student centered approach to learning Utilize authentic assessment Provides sufficient support for teachers Give summary or recommendation including strength and weaknesses of the textbook		
General reflection and evaluation My practicum experience….positive Measured up to my expectations Sufficient in length Collaborative with my cooperating teacher and my supervisor		

Supported by cooperating teacher and supervisor Feel accepted member of the school Beneficial experience Helped to be prepared Provided new ideas for improvement Allow me to develop my own teaching and classroom management		

APPENDIX L: SUPERVISOR/SUPERVISEE FEEDBACK TRANSCRIPTION

School A

Supervisor: TE 2	Trainee Teacher: **Ziyad**	Duration; 10min

TE: Welcome to the feedback session. First I would like to tell you that our feedback session will be recorded for research purpose. I want you feel free: this session is to encourage you and show you directions so that you learn from your own practice. If some of my comments are strong don't be discouraged. It is all about making you a better teacher for the future.

So let us start. What was the topic of your today's lesson?

TT: As you heard it was about talking about opinions and facts. The other thing was a reading text, Haiti earth quake.

TE : but you didn't present the reading lesson it was only about expressing opinion and facts.

TT: time …

TE: okay, tell me the procedures you have followed. Tell me each thing you did step by step.

TT: I revise the previous lesson.

TE: and in your revision, you asked the students saying that " what you learned yesterday?" but in For whatever purpose you are using the language you have to you have to teach them the correct expression and structure. So you should say " what did you learn yesterday?"   English teacher is supposed to be a good model for the students.

Then when they tried to answered, they said, present tense, past and future. Did you teach them three tense in a single period? Why? Wasn't it too much?

TT: yes, that is right but I thought it is already a revision, they already know these things.

TE: But do you think that it is visible to teach three tenses at a time for grade nine students?

TT: I did it because of shortage of time. The classroom teacher told me to cover all the grammar lessons. So I have no option. I didn't know what to do.

TE: for the future, whatever grade you are teaching, don't present more than one language item at a time, on a single period.

When I come to today's lesson you gave more time for giving definition of the terms than the practice. It would be very helpful for your students if you gave them practical examples using the expressions.

TT: but it is how the lesson is presented in the textbook.

TE: Don't you think practical examples are more important for language learning?

TT: yes you are right.

TE: so as an English teacher, you can also bring authentic materials into the classroom and give them more practical examples.

TT: I was about to do it but I was afraid it would be out of the way the lesson is presented in the students textbook and the teacher's guide.

TE: Imm … look you need to be sure about what you are doing, do be afraid of supplementing the text in what you believe important to help the students. As you are expected to add things if you think something is missing.

The other thing you gave them two examples and wrote them on the board; that is god but they were wrong sentences.

TT.but, but…

TE: look I have recorded them. It says. "The day is cloud." It should be cloudy not cloud. If you write such wrong sentences on the board and don't correct them, errors will focalize.

The other thing when students gave you examples you were unable to write the word, axis on the board, you misspelled it. The student came out and wrote it correct. But the sentence was not grammatical, he wrote it as " The earth rotates on it axis." Then you didn't correct it. You ignored the error.

TT: I wasn't unable to spell the word; may be the student didn't pronounce it correctly.

TE: but I heard him I was there, he said it correctly.

TT: Dr for sure I was not unable to write what he said.

TE: don't be defensive. I have written what you wrote here. You wrote it as exise. It is not only this you may misspell words but you need to be focused on the structure you are teaching, when the student wrote the wrong structure you should have corrected it immediately. Then they learn what you did if not they will take correct and they won't be focused to learn correct structures. You are there to teach them not to cheat them.

Moreover don't bring materials on which you are not well prepared. You need to be prepared well at home. As a beginner teacher you have to rehearse things you do in the classroom and try to do it accordingly. If you are not sure about the spelling or the pronunciation of the words, refer to a dictionary. Dictionary should be your best friend as a language teacher.

-be careful with the errors you are making.

TT: but, but… Dr…

TE: don't be defensive, I told you. I even recorded what you have written there.

Other things will be improve through time but if you ignore such things it will became a habit.

And your lesson plan is not properly written, it should clearly guide you everything you are doing in the classroom.

When you gave them task they didn't understand you. I was asking students sitting beside me, they said no. b/c it was not clear for me too. But later you started to explain it to each student. It is good but you can't give instruction very every student it will take you the hole lot of your time. You have to use very clear language when you give instruction.

TT: Dr I talk only in English and for this case they don't understand what I'm saying.

TE: look the truth is your English is your English is so poor. How can they understand you ?

The problem is you give more attention for your pronunciation not the intelligibility of the content. In the classroom don't worry to speak like the native speakers, you are an Ethiopian.

Focus on the content and the structure you are teaching.

So improve your English when you write on the board make sure you are using the correct spelling and correct structure. And when you speak it should be the same, clear to your students.

Your strength you have a good control of the classroom which is a good quality of a teacher. I haven't seen this in others classroom.

Students are feeling your presence; you were moving here and there and checking who is on ask and who is off task.

This is all I have, but if you are given the chance to teach this same lesson again for same students what would you change/ or improve? Anything you would change?

TT: you mean if I am employed here?

TE: no no…(in Amharic) if you teach the same lesson again for these same students? Tell me the things you would change. Or you would do it in the same way?

TT: no I would change some of the things.

TE: what part would you change?

TT: in relation to this topic, opinion and facts, I will improve the example and make them understand what I wanted to teach.

The other thing what you commented me is quite important.

TE: ok do you have any other question?

TT: for sure, you commented me to day I didn't happy this much.Forexample, you said your speaking ability is very poor you said. But I don't know Dr…Imm

TE: you consider yourself as a if you are a perfect speaker, right?

You know you should have an appropriate self concept, you can even ask your students. I even recorded you. I will give you to listen to yourself. Your focus is on the pronunciation/ your accent, not on the content. But what is more important in classroom communication is making the content clear.

I advise you again not to worry much on your pronunciation; you can't be a native speaker.

Intelligibility and correctnessis more important for foreign learners like us.

TT: what type of structures am I using wrong? What? What?...

TE: are you defending again? For example, you use incomplete sentence.

TT: that is b/c of shortage of time Dr.

TE: look, as a beginner teacher, you need to practice well, consult dictionaries, accept comments, rehearse at home

TT: Dr you know yesterday's interruption was demoralized myself.

TE: That is also your problem. You came 20 m late. Now we are done. Thank you.

(The conversation didn't go well; the trainee was so defensive. And the supervisory was a bit strong in his words and tried to convince him saying I recorded you I have evidence etc he could have said what do you think… can you tell me … that is right but… if the lesson was video recorded it would have been more helpful for the trainee to learn by his own. The Dr wouldn't have suffered to convince him).

Supervisor: TE 2	Trainee Teacher: Kiya	Duration: 5min

TE:Ok now this is the feedback session. So tell me about the lesson you taught, what was the topic of the lesson?

TT: ok the lesson was about present continuous tense

TE: so what were your objectives?

TT: the objective: students will know about the structure of present continuous tense

TE: only the structure?

TT: no actually the structure, function and use

TE: okay good so did you achieve your objective?

TT: yea, I tried, but I don't think. I know I tried my best as much as possible.

TE: did you feel comfort in the class while you were teaching? May be my presence made you nervous? Uncomfortable?

TT: yes a little bit. Sometimes I was misspelling very common words.

TE: that is okay, it happens a you are a beginner teacher. you will be more confident next time.

Tell me the procedures you have followed to present your lesson.

TT: Imm the procedure? First I gave them example s, and asked what the structure of the sentence, simple present continuous tense or other?

TE; yes I saw that. But in your lesson plan you mentioned that you planned to teach the structure inductively, right?

TT: yes

TE: but did you teach inductively?

TT: yes as I think it was inductive.

TE: what is inductive teaching means?

TT: first I gave them examples and asked them to tell me the form the sentences are written in.

TE: hmm good. But you wrote artificial and fragmented sentences, which don't give complete meaning, she is working, I am teaching, we are walking…And , you asked them t o tell you the form but that doesn't mean you're teaching inductively, the examples are still on the form. Inductive means when you give them situation

For example: Abebe and Ayele are brothers. They are taxi drivers, but today they are visiting their uncle in the factory. Then, if you ask them to underline the verb tenses and ask them to compare them and talk about the differences, they may induce the form from the context.

TT: yes I may be confused to understand what inductive approach means. Last time you taught us….

TE: but it is not bad but next time you need to be more clear. You will improve it you are in the right track .

I like your tone of presentation.

But why did you forget to clean the whole blackboard? There was physics lesson on one part and some students where copying that. The first thing a teacher has to do is to clear the board out. It gives you to calm yourself down before you face the students.

TT: ok I accept it.

TE: the other thing is when students make mistakes you should give them feedback. Eg. When students said "we learning" you repeated it but you didn't correct it or ask the student to correct it or ask the class technically how to say it. You took it as a correct sentence.

It you don't technically correct them they will continue to do same mistakes or consider it correct.

(in Amharic) when you were explaining the positive and negative questions forms, you wrote the statement on the board, you wrote it wrong, and the students corrected you but you became more nervous. You shouldn't be b/c you made another mistake.

It is normal to take corrections from your students, it is also normal to make mistakes. But you need to control your nervousness and correct the mistakes.

A teacher needs to be very careful and conscious. You should not make such silly mistakes like write the pronoun " I" in small letter at a beginning or at the middle of a sentence.

TT: yes that is right.

TE: you know you are beginner teacher so what you should do some kind of rehearsal, choose your words, example, everything. That helps you minimize the errors.

Otherwise you are going to be a very good teacher, your handwriting is clear, your voice is very clear your classroom management is very nice. Your students were participating very well.

One more thing why did you write the classroom questions on the board? Was not it from the text?

TT: what is given in the text is only in separate words. I wanted to make it broader.

TE: good you wanted to give them context. I am saying this b/c it will be time consuming. But it's a good idea to supplement the activities in the text.

Did you give them feedback?

TT: yes, I checked only one student's exercise book and we did the answers together as a whole class due to time.

TE: Very good. How did you close the session? Did you summarize?

TT: no I didn't time was over.

TE: yes for beginner teacher the most difficult thing is time management. But if you practice the same way you have planned and follow the lesson plan. If you do that it will help you minimize such challenges.

I liked your presentation you were very natural though you were a bit nervous.

Supervisor: TE 2	Trainee Teacher: Cheru	Duration: 10min

TE: alright your topic was about pronunciation and word stress? Right ?Now tell me you procedures you followed to present your lesson.

TT: ok imm first…

TE: it is okay you can tell me in Amharic or both. Tell me things you did starting from the beginning to the end..

TT: (She talks both in Amharic and in English) fist I defined the terms word stress and pronunciation. Then, I gave them examples. We did the examples together and gave them class work.

TE: what were objectives of the lesson?

TT: (she speaks in Amharic) students know what word stress means and identify them, identify syllables…

TE: ok that good. The objectives were to identify word stress and syllables and pronounce words correctly, right?

TT: yes that is correct

TE: did you feel comfort when you teach? You think you have achieved your objectives

TT: yes I think so. T achieved the objective.

TE: but I didn't see you making students practice word stress. Instead I saw you make them practice comprehension.

TT: but before you came I did a few things with them.

TE: your lesson plan is all in all about word stress, pronunciation and syllables. But when I came in you said a few things about word stress and pronunciation and you just jumped into a reading lesson entitled "news letter"

You called a student to come to the front and read the article loudly. Then, … tell me what you did

TT: Imm what I did was I gave them comprehension questions and told them to answer the questions according to what the article says.

TE; first thing to ask you is , why did you accidentally include an activity which is not in your lesson plan?

TT: teacher before you came (in Amharic) I taught them a few things about word stress. Then we did the homework together.

TE: your lesson plan says nothing about the reading comprehension

TT: the reading comprehension is part of the homework. So I was trying to give them feedback on that.

TE: ok let us say it was their homework. How about the timing? Should the homework come at the middle after you introduced today's lesson? Or at the beginning of the class before you started today's lesson?

TT: (no response for this)

TE: the other thing if we even consider it as a reading comprehension lesson, was that the right approach? Asking a student to read a text aloud to the class? Do you think loud reading is a good reading strategy to comprehend a text? And answer the questions orally? This is what you did, right?

TT: I mean I wanted them all listen and understand what the text is about. And it was also difficult to ask them read silently b/c they have only a few copies of books.

TE: but I saw you telling them sit in groups and I saw that each group had one textbook. So why didn't you ask them read silently? Don't you think silent reading is appropriate? Because reading is silent individual activity.

TT: yes I agree

TE: if you ask them to read aloud, that would be for reading fluency or practicing pronunciation. Even when you asked the student to read it aloud, I was thinking that you were to teach them pronunciation linking it with today's lesson

TT: teacher time was very short

TE: time was not short you were doing something else other than what you've planned. Again even we take it as a reading comprehension activity? Why did you give them the task to do it in groups? What was your objective?

TT: one reason was b/c of shortage of books.

TE: but as I mentioned earlier they had enough books at least one on a table for three students, so they could have first done that individually and compare their answers in the small groups.

The other thing you gave them only one minute to answer the questions. then you started to give them feedback.

Do you know what wait time means?

TT: teacher I gave them 15m earlier

TE: but I didn't see that. Look b/n the activity time and the feedback there should b enough time. You need to budget that carefully.

Even your grouping was not balanced. When you group your students you have to think of two things: 1. Number of the students in one group should be appropriate for the task given and convenient for their sitting.

2. you should give each member a role to play. If each member is not defined role some will be sitting idle or off task.

- That is why I said earlier comprehension should be an individual task. Then, you can ask them to share or compare their answers in small groups. Then, you can randomly take the answers from the groups. You can randomly choose the group to give you their responses in a few minutes very quickly.

- The other thing for you is that there is no relation b/n what you did and your lesson plan. So for the futures your lesson plan should be your guiding plan you need to do things accordingly, it is very important for beginner teacher to follow the lesson plan including the time frame as indicated in the lesson plan.

TT: you are right I will improve that.

TE: the other important thing is your language. You English is not up to the standard for this level of students.

Don't make such silly mistakes in your pronunciation, spelling and grammar. As an English teacher you need to be a very good model for your students. So be careful and come prepared for everyday lesson.

What I like most about you is your classroom management skill. You were moving in the class and checking who is doing what, some were off task but you were trying to bring their attention to what they were doing. This will make you a very strong teacher for the future.

One last thing I didn't see you making any closing, why? Why did you rush like that?

TT: Yes, teacher I didn't b/c before I close the session the bell rang and I taught I have to leave b/c they already started to move.

TE: I saw that was the problem; time has to be budgeted for the closing session. You can't leave your class like that.

Summary is very important thing or you should make a link b/n what you did today with what you would do tomorrow; it could be in a form of homework.

Therefore to summarize the areas you need to focus for next time:

Work on your language

give wait time b/n activities and your feedback

form groups with clear objectives, give appropriate task, balance the number, define roles for each

have full control over the class, who is on/off task?

You should have a expert power over your class. You are the authority in your classroom. Tell them to behave, to be in order, don't let them be lousy, be serious in your class.

But finally, if you are given one second chance to teach the same lesson for same students what would you change or improve? Why? Will there be something different for any reason?

TT: You mean the word stress lesson?

TE: yes

TT: I will change a few things. Example, I will first check for or activate their background knowledge about word stress and pronunciation, then I will give them practice orally and writing on the board.

TE: actually pronunciation and word stress are oral practices skills, but I don't think you actually understand that. They should orally practice and show the word stresses on writing.

Anything you would like to ask?

TT: yes yes I have one question. What would I do when a student disobey me in the classroom?

TE: yes for time being don't confront them in the classroom, ask them or tell them to do it in order, but if they show you a different act, just ignore but you eye contact and eye control is very important. And at the end of the class call him/her outside and in a very friendly manner ask them to justify what they did or tell them that it was wrong to behave like that in a class with their teacher. because usually teenagers behave differently when they are in the class in front of their friends and when you talk to them individually in person. If you think this doesn't work you need to report. But always try to manage it by your own first. That will make you relation with your students smooth.

If you don't have any other thing to ask me? If not we are finished for today.

TT: I have no questions. Thank you for the comments.

TE: Thank you; have nice time.

Supervisor/supervisee feedback session

School B

| Supervisor: TE 3 | Trainee Teacher: Tana | Duration; 10min |

TE: Welcome Tena. What was today's lesson about?

TT: Today's lesson was about tenses. There are four types of tenses and today we learned three of them, simple present tense, present continuous, and simple future tense

TE: do you think it is visible to teach three tenses at a time, in one period?

TT: yes, it was to save time and I thought it would help them learn the difference b/n the tenses. Tense is about expressing time so the three tenses come together.

I asked them to write three sentences about what they did yesterday, today and tomorrow.

TE: so tell me what you did from the start to the end, and tell me why .

TT: first I took attendance, I wrote the date, the subject, topic of the day's lesson. Then, I asked them about what we learned, about yesterday's class, word stress and pronunciation. Then students discussed.

TE: did you revise the points about word stress and pronunciation?

TT: yea for about two minutes I told the main points we learned yesterday. Then, I told them about today's lesson, about tenses

Then, I defined that tense means a verb that indicate an action of time, sometimes a continuousness or completeness of an action in a relation to the time of speaking.

After that I gave them class work. Three questions 1. What did you do yesterday?

What are you doing now? 3. What will you do tomorrow?

I wrote these questions and discuss the question then they try to write and answer the questions orally.

Then we discussed based on the answers they gave. I gave them the definition what tense means.

TE: you defined tenses?

TT: Yes, after that I summarized saying that there are three tenses and each has four branches. And tday we focused on these three tenses.

TE: what were you trying to do when you defined tenses like that? Telling them definition of tenses? Where you summarizing?

TT: I was trying to help them understand the structure of the sentences when they write about yesterday, today and tomorrow.

TE: but look I copied one of the questions you wrote here, it says "What would you do yesterday?"

Do you think this sentence is correct? Does it help them learn the correct tense form you wanted to teach?

TT: I think it is not correct.

TE: can you correct it now?

TT: (silence)

TE: I think you wanted to ask them what they did yesterday. So you should say "What did you do yesterday?

Don't worry forget it for now. It is passed. But for the future what you should learn is that before you come to the class you need to prepare yourself on what you are going to teach.

The other thing you took time defining the tenses. What is the purpose of defining or explaining tenses instead of showing the learners how to use them in practical examples? Do you think the definition will help them to use the structures in different context?

I don't think it works like that. For the future, don't emphasize much on definitions and jargons like this. This doesn't help much for using the structure to communicate, use the grammar form in their speaking and writing.

TT: but as I think they should first know what it means.

TE: No, no … this is not their first time to hear about tenses.

What is more important for them at this level is to understand the forms and use them properly in writing and speaking to express themselves.

The other thing I observed in you class is you are very good in your classroom management.

However, one thing very serious is your language. From now on you are going to be an English teacher, you are going to manage English lesson by your own for secondary school students, so you need to work on your English and try to be a model. Try to learn some classroom expressions every day. The other thing, try to manage your nervousness. You shouldn't be that much disturbed when a supervisor comes to your classroom.

The need to have the professional control very your class. You have to make your students feel your presence. The teacher is the authorized person in the class. Students should feel that. You have to order them, tell them do things according to your instruction.

The other thing is your chalkboard management it was very difficult to read what you wrote. There were no spaces b/n words. You wrote everything fused together as a single word not like a sentence.

As a beginner teacher you have to prepare and rehearse everything you would be doing beforehand. But this doesn't mean you do everything exactly the same way you should also consider the classroom dynamics. You should at least study the words, expressions and the structures you have targeted to teach.

It is not a good idea to teach more than one grammar structure in one period. You need to be focused. You may revise the meaning differences but give emphasis to practice one at a time.

In grammar teaching inductive method is easier for them to understand the form by their own from the context/ the situation or the examples they are given.

When students give you responses you should technically give them feedback correcting errors. For example one student gave you a confusing answer deliberately, but you didn't say anything you just left it as it is. You should either correct it yourself, give the student chance to correct it or ask other students to correct. Don't ignore errors.

TT: I was not ignoring that deliberately, I thought they will learn it from friends through time.

TE: you one the teacher who should give then directions. If you don't how do they know the correct one.

Generally speaking you are going to be a very energetic teacher if you work on your language. Your voice, your confidence, and your energy is really good. Even in my presence your confidence was not that bad.

The other thing I would like to comment on is your lesson plan. You daily lesson plan is should be very specific. What you do in the classroom should be abided by the lesson plan as a beginner teacher.

One last thing, if I give you second chance to teach the same lesson for same students what would you change or improve?

TT: of course I would change something.

TE: tell me that based on the things we discussed now.

TT: for example, when students write sentences I'd focus on the verb form if I'm teaching grammar. Make sure they use correct form if not I strategically correct the errors.

TE: How?

TT: for example, if a student says, "I gone to Addis yesterday", you will ask him/her to repeat the same sentence showing him/her the error emphasizing on the error he made. If he/ she doesn't identify, ask other to correct it or correct it yourself.

Do you have any question?

TT: thank you teacher I have no question.

TE: very good, thank you