

TEACHING IN ACTION: AN EXPLORATORY STUDY O
OF TEACHING STYLES AMONG STUDENT-
TEACHERS

Tassew Zewdie ¹

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INTRODUCTION

A perceptible take off stage in our ceaseless endeavour for promoting qualitative improvement in classroom teaching and learning situations marks the present day research efforts all over the world. Attention is being focused on securing valid, objective and reliable data about classroom communication patterns with a view of assessing the social emotional climate generated by a particular sort of classroom interaction. This is considered essential by Flanders (1960), in the task of developing theories of teaching.

The general use of observation of teachers' teaching behaviour and students' reactions in research and teacher evaluation is relatively a recent development. From a series of observations on teachers in classrooms, interesting phenomena have been uncovered. In 1970, for instance, Flanders, studying American classrooms discovered what is now known as the two-thirds rule. This says that two thirds of the classroom time is spent talking and two thirds of this talk is done by the teacher. Delamont (1976) claims also that teachers spend about 50% of their teaching time lecturing, questioning pupils and concentrating on the lesson's academic content-often called the "recitation method". Moreover, other researchers, arguing from an interactionist view say that a great deal of teaching involves persuading the pupils to adopt the teachers perspec-

tive. Since it had already been shown that talk was highly correlated with behaviour, it seemed logical to subject spontaneous verbal interaction between teachers and children to systematic analysis and see what emerged (Bennett & McNamara, 1979:100).

During the past three or so decades, a number of investigations have focused on the use of interaction analysis, giving due importance to the process variables of teaching [see, for example, Ober (1967), Kingston (1980), Simpson and Galbo (1986) and Tassew (1992)]. To Simpson and Galbo, there is no more obvious approach to research on teaching than direct observation of the teaching behaviour of teachers while they teach and pupils while they learn. They note that significant aspects of teaching and learning are best explained in terms of interaction irrespective of the particular curricular organization or instructional methodologies used.

RESEARCH ON TEACHING BEHAVIOUR

Teachers vary on a wide variety of personal and professional characteristics at least some of which are related to what transpires in their classrooms. They differ in their attitudes, interests, values and motivations (Ryans and Phillips, 1982), their cognitive organization and problem-solving ability

(Flanders and Simon, 1969), the expectations they hold of students (Brophy and Good, 1986) and the beliefs they have about them as well as their characteristics, ways of planning and making decisions (Clark and Peterson, 1986). However, there is little evidence that teachers' characteristics have a direct impact on student achievement. Rather, as Anderson and Burns (1989:345) record, any effect of characteristics of teachers on students' achievement is necessarily indirect in nature.

In schooling, the fundamental concern is the learning of the pupils. In this concern, how teaching is performed is of prime importance. It follows logically from this that improvement in the learning process essentially requires improvement in the nature of teaching which again needs improvement in the teaching behaviour of teachers. As Ornistein (1985) remarks, the common approach to the study of teaching effectiveness is the selection of general dimensions or characteristics of teaching behaviour that are hypothesized to produce given effects on students. This line of research assumes that what teachers do in the classroom does affect students. In this connection, a number of reviews of research on teaching and teacher behaviour have shown that teachers do make a difference on the mode of classroom interaction and student outcomes, and certain teaching behaviours do contribute to

teaching success in a given situation. Hence, research on teaching and teaching behaviour has become one of the priority areas of teacher education in many countries in the world today.

Nevertheless, research in behavioral and social sciences is, generally, at its infancy in Ethiopia, unlike in many other countries. Regarding the research practice in the areas of teaching and teacher education, one may note that a systematic attempt to analyze the nature of teachers's work, to identify teaching qualities, to experiment the effectiveness of different strategies, etc. has been few and far between. Inquiry in teacher education has long been largely historical, evaluative and essayist. Although scholarly and often systematic, as Teshome (1988) remarks, the forms of inquiry that have been mostly accepted and practised still approximate more closely to philosophical than scientific (see, for instance, Tekeste, 1990; Last, 1990; Abraham, 1990). There has been little inquiry that focuses on teaching in action through direct observation. Therefore, studying the present problem in the Ethiopian setting bears both academic and practical significance.

According to Gage (1963), research on teaching seeks answers to three main questions: (a) How do teachers behave? (b) Why

do they behave as they do?; and (c) What are the effects of their behaviour?

Research on the first question investigates the nature of teachers' teaching behaviour. Research on the second question identifies the causes or the factors that may have impact upon teaching behaviour, while research on the third question explores the possibility that different teaching behaviours have different effects upon learning out-comes. Because it is particularly concerned with the study of the nature of the patterns of classroom transactions in the classrooms of student-teachers, the present investigation may be categorized under the group of research which seeks to answer the first of Gage's three questions. It describes how the student-teachers behave at the moment of observation and does not focus on how teachers can be helped to behave more effectively.

Assumptions Underlying the Present Study

The main purpose of this study was to investigate the salient features of the teaching styles of student-teachers. Style in teaching refers to the distinct patterns or forms of teachers' behaviours that they exhibit in teaching in a manner unique to them (Azeb, 1984:83). From a research view point, statements

about teaching styles should be separated into two groups: those that bear on variations in specific teaching operations with individuals or groups (task-relevant style) and those that bear on the general mode of teacher operation in group instruction (leadership style). Teaching style in this study refers to the second (leadership styles) concept. There are many ways of defining teaching styles: dominative or integrative (Anderson, 1939) autocratic, democratic or laissezfaire (Lewin *et al.*, 1939) indirect or direct (Flanders, 1970) style of teaching. The present study defines the concept based on Flanders' identification of modes of teacher operation in classrooms. The study was based on two assumptions which have logical and empirical substantiation from the studies of the past few years. The first assumption is that there are separate and distinct "Teaching behaviours" in the classroom. The second assumption is that trained observers are capable of judging teaching behaviour as being most characteristic of a particular style of teaching. While it was recognized at the outset that many categories of teaching behaviour have been empirically validated, Ryans' (1969) pioneer work was more specifically related to the purpose of identifying teaching styles, which is also the intent of the present research venture.

METHOD AND PROCEDURE

Method

This study is basically exploratory in nature. It is a descriptive survey that has examined the nature of the teaching styles of student-teachers through interaction analysis. It employed direct observation and interviews as the main data gathering techniques.

Procedures

The study progressed in two phases. In the first phase, observers were trained for an objective classroom observation considering the principles laid down by Flanders. In the second phase, the classroom verbal communication patterns of the student-teachers were collected by trained observers and the data were analyzed considering some teaching behaviour ratios.

Sample

The population consisted of all the 174 graduating students of the Departments of Foreign and Ethiopian Languages, of the Institute of Language Studies at Addis Ababa University,

during the 1988-89 and 1989-90 academic years. The Department of Foreign Languages had 61 students in the year (1988-89) and 38 (1989-90) while Ethiopian Languages had 38 (1988-89) and 37 (1989-90).

The study was undertaken while they were practising teaching in various secondary schools in Addis Ababa as a partial fulfilment of their compulsory course "Subject Area Methodology and Practice Teaching (Educ. 411)". For the purpose of data collection twenty "student-teachers"² were randomly selected out of the total population and studied with their pupils of grade 10 in their respective schools of assignment Entoto, Yekatit 12, Misrak Atekalay and Kefitegna 12 comprehensive secondary schools.

The student-teachers in this programme were told that they would be teaching Amharic or English "with full responsibility" for three weeks during the one month teaching practice session. This "full responsibility" involved planning and implementing lessons, assessing students' progress and having

² Student-teachers selected in the sample have been designated as "student-teachers" only because they were practising teaching, and not because they were prepared by the University exclusively to become teachers.

discussions with "cooperating teachers"³ or with university supervisors on academic and administration matters. Overall legal responsibility for classrooms, however, reside with the cooperating teachers.

DATA COLLECTION

This study employed direct observation of classrooms and interviews as data collection instruments. The student teachers were formally observed and provided with feedback once a week. The observations were designed to help the student-teachers develop as teachers and focused on aspects of classroom performance previously discussed and agreed upon in other theory classes. Major attention was given to the examination of classroom interactions and the study of the socio-emotional climate of the classroom. For this, the direct observation focused on verbal communication patterns in the classroom. This was based on two assumptions. Firstly, verbal teaching behaviour can be observed with higher reliability than most non-verbal behaviours, and secondly, the verbal teaching

³ Cooperating teachers are teachers who have regular employment in the schools (in this case Amharic and English Teachers at grade 10) and who have cooperated with the University to advise and assess student-teachers during the student teaching programme.

behaviour of an individual teacher is an adequate sample of his total teaching behaviour (Flanders, 1970).

A large number of structured observation systems have been developed over the past three decades. The system developed by Flanders (1960) has enjoyed a great deal of popularity and at the same time received a great deal of criticism. The system was developed for the purpose of differentiating between those teachers who were more "direct" and more "indirect" in their interactions with students. As Anderson & Burns (1989:151) remark, Flandes Interaction Analysis System (FIAS) is extremely useful pedagogically, because of the care that went into its development and the extensiveness of its use.

Flanders and Amidon (1981) describe the FIAS as follows: FLAS is a procedure for coding classroom interaction into ten categories. A trained observer records numerical code symbols to represent the communication events among pupils and between pupils and teachers. A code symbol is recorded at least once every three seconds (producing) approximately 100 code symbols in five minutes, 600 in one-half hour, and 1,200 in an hour (p.1).

Observers using the FIAS code observed events according to a series of four decision steps. They decide first whether they can hear and understand what is being said in the classroom. If they can hear and understand, they next determine who said it, the teacher or the student. The third decision concerns whether the utterance represents an initiation or a response,

while the final decision pertains to the nature of the initiation or response itself.

Does an observer hear and understand what is said in the classroom?

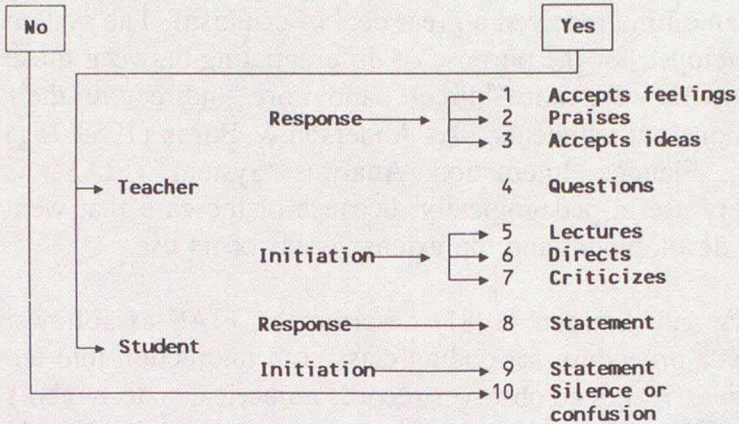


Figure 1: Coding decisions for the Flanders Interaction Analysis System (from Flanders and Amidon, 1981, p.2)

The observation instrument used in this study was a modified Flanders' Interaction Analysis Technique (MFIAT). FIAS was modified in order to make it multidimensional rather than a single dimensional system. It consists of ten categories in terms of which the classroom interactions between the teacher and students can be classified. Seven of these categories deal with teacher's behaviour, two relate to pupils behaviour and the last category pertains to a situation where interaction cannot

be understood clearly (silence or confusion). A significant advantage of the modified system is that it enables the classification of the teaching behaviour of a teacher relating to questioning and lecturing into finer divisions about which the original category is silent. The description of the categories of MFIAT is depicted in Table 1 below.

Table 1: Description of Categories of MFIAT

No	Categories	Description
1	Praise	The teacher praises or encourages students action or behaviour
2	Questions (Narrow)	Emphasizing recall, what, where, when, etc.
3	Question (Broad)	Open questions which clearly permit choice in way of answering
4	Lecture (Narrow)	Factual, focus restricted concepts and purpose, low level in terms of reasoning
5	Lecture (Elaborative)	Expands, elaborates, compares, contrasts, analyzed and illustrated from allied fields, use material aids, builds up the lecture on the basis of student response
6	Lecture (Direction and Digression)	Other than categories 4 & 5 general directions and digression from main contents, etc.
7	Criticism	Statements intended to change student behaviour from non-acceptable to acceptable patterns of behaviour
8	Student Response	A student makes a predictable response to the teacher
9	Student Initiation	Talk by students which they initiate
10	Silence & Confusion	Pause, short periods of silence and periods of confusion which communication cannot be understood by the observer

To collect data on classroom interaction a trained observer sits where he can hear and see the participants in the interaction process. As often as possible, he decides to which category the communication just completed should belong. He then writes down this category number while simultaneously he assesses the continuing communication.

In the present investigation, two teachers with first degree qualification were trained. During the training, a knowledge of the ten categories as a preliminary requirement and a thorough knowledge of the ground rules which serve as the guidelines at coding stage for controversial situations were offered. Moreover, repeated observation performances by the trained observers were practised until the inter-observer reliability exceeded 0.85 as calculated by Scott's Reliability Coefficient.

During the time of data collection, the classroom verbal behaviour of each student-teacher was studied on the basis of three observations of his teaching. In a single observation, which lasted about 20-25 minutes, about 400 tallies pertaining to classroom behaviour could be coded. The time interval between two successive observations was kept long (5 days) so that a representative sample of teaching behaviour could be taken independent of the content. This, in other words, meant that a student teacher was observed for about three weeks to

get the required number of tallies, which was around 1200. This number of tallies is significant as the least number of tallies recommended for analysis by Flanders (1970) was around 1000.

ANALYSIS OF DATA AND RESULTS (FINDINGS)

The Data sources of interest included the reports from classroom observation and discussion with the student-teachers after each class observation. While the data from direct observation of classroom teachings formed the major part of the analysis in this report, the data from the informal interviews of student teachers, which were guided by themes emerging from ongoing analysis of previously collected observational data (Glaser and Strauss, 1967), were incorporated in the part dealing with the discussion of findings.

For the study of the teaching styles of the student teachers, 10X10 separate matrices prepared for each of the student-teachers were combined to give their group master matrix. A box flow diagram was prepared to get a diagrammatical portrait of the group of student-teachers' verbal behaviour in the classroom. For the interpretation and discussion of the striking features of the matrix of the student-teachers, a decision had to be made as to the type and amount of the probe

to be undertaken. As for the possibilities, any amount of discussion pertaining to an individual could be entered into. However, in order to highlight certain background aspects of the interaction sequences, the investigator decided to include somewhat general description of the sequential patterns in the matrix for obtaining information in terms of certain popular teaching styles. As the main objective of this study was to examine the salient features of teaching behaviour of the student teachers as a group, individual cases were not taken up for detailed analysis.

Teaching Styles in the Case Study Classrooms

Table 2 shows the master-master matrix obtained by combining all individual matrices of the student-teachers. The main communication patterns have been pictorially represented in the box flow-diagram (Figure 2).

Table: Master-Master Matrix Showing Classroom Interaction of all Student-Teachers (N-20)

Cate	1	2	3	4	5	6	9	8	9	10	Total
1	20	108	16	43	31	40	4	129	1	3	385
2	5	420	10	36	16	32	37	1718	6	66	2346
3	2	7	102	7	8	13	3	290	4	6	442
4	5	423	34	9745	44	96	16	74	143	65	10645
5	9	111	59	52	2181	54	6	41	29	17	2559
6	8	157	22	287	35	240	5	80	7	6	847
7	1	36	1	27	5	36	55	112	2	7	282
8	339	977	185	278	182	305	129	4174	74	36	6679
9	3	29	6	112	52	12	25	29	141	5	414
10	3	78	7	58	5	19	2	32	7	196	407
Total	395	2346	442	10645	2559	847	282	6679	414	407	25016
% age	1.58	9.38	1.78	42.55	10.23	3.39	1.13	26.69	1.65	1.63	100

It may be seen from the table that the maximum tallies (9745) occur in the cell (4-4) which means that 38.96% of the total teaching time of the student-teachers has been consumed in giving narrow lecture. Only 8.7% of the total time has been spent in giving elaborative type of lecture. A close observation of both the table and figure 2 reveals also that only 0.96 per cent of the total time has been spent on either giving directions or digressing from the main content. Pupils response has also been found to be fairly large as the category No. 8 is well

represented in almost all cells in the matrix. The cell (8-2) contains about 3.91 per cent of the tallies, thereby, indicating that pupils' response towards narrow or factual questions of the student-teachers is fairly large. Pupils initiation is negligible as the sell entry (9-9) is only 0.56 per cent of the total tallies.

The total teacher talk amounts to 70.04 per cent. It is also revealed from the matrix that most of the teacher talk is of direct rather than of indirect type. The pupil talk is 28.35 per cent which is more than the normative expectations suggested by Flanders (1970) based on his studies on American teachers. Out of the total pupil talk only about 5.84 per cent was pupil initiated. The student-teachers do not seem to be in the habit of asking open-ended questions as the tallies in the cell (3-3) are very few. Also, the amount of elaborative lecture following open-ended questions is negligible as the cell (3,5) contains very few tallies. The circular diagram (Figure 2) also shows that the pupil initiation due to open-ended questions is almost absent. Moreover, pupil initiation due to open-ended questions is almost absent. Moreover, pupil initiation could not tempt the teachers to ask open-ended questions. The amount of teachers' directions arising out of pupils' response is only 1.22 per cent and the pupil response to the direction of the teachers was practically negligible (only 0.32%).

On the basis of the data presented in table 2 and figure 2 the following general patterns in the teaching verbal behaviour of the student-teachers as a group may thus be identified.

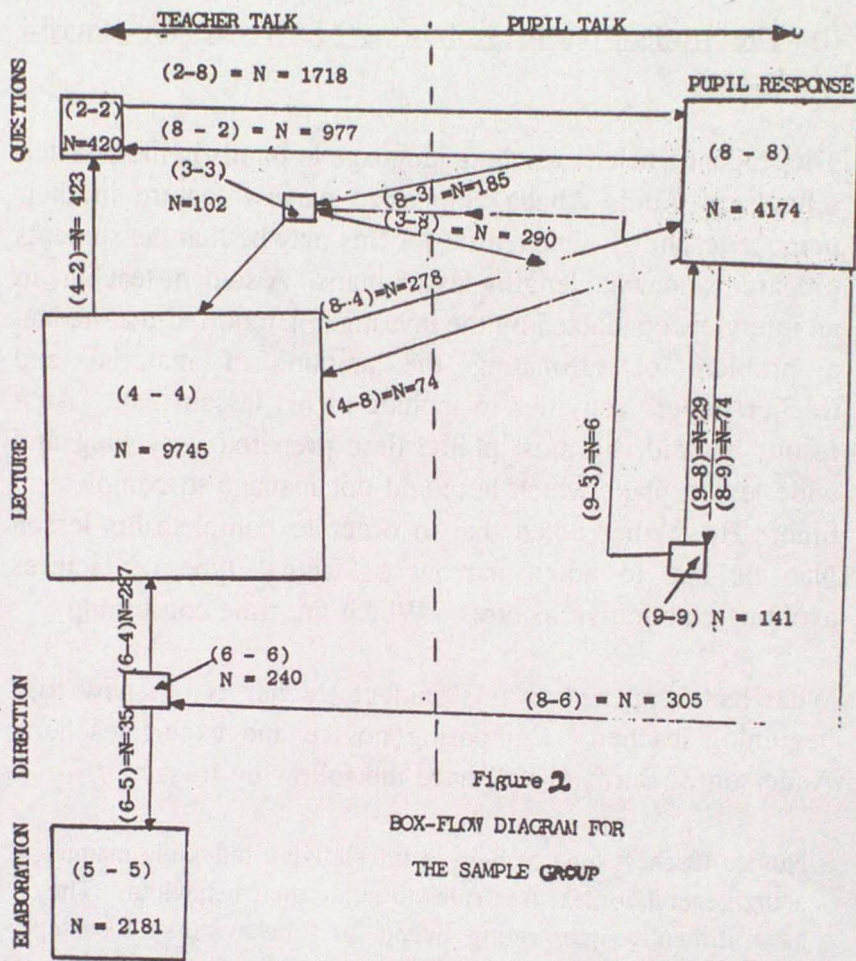


Figure 2
BOX-FLOW DIAGRAM FOR
THE SAMPLE GROUP

(i) The student-teachers show a preference for narrow lecture

The student-teachers teaching language to pupils in the selected schools of Addis Ababa emphasize narrow lecture in their practice teaching. One reason for this may be that the students prepared somewhat lengthy lesson plans. A student-teacher, in an interview conducted by the investigator reported that he had a problem of estimating the amount of material and teacher/student activities to include in his lesson plan. As a result, he said, he most of the time prepared very long and wide lesson plans which he could not manage to complete in time. He further noted that in order to complete his lesson plan he had to adopt narrow or factual type of lectures avoiding elaborative lectures. Which are time consuming.

What had happened to this student teacher is not new to a beginning teacher. Comparing novice and expert teachers, Anderson & Burns (1989) have the following to say:

Novice teachers tend to behave in relatively inflexible manner, using general context free rules to guide their behaviour. They have difficulty interpreting events and behaviours, focusing instead on fairly literal descriptions (p.346).

Yet another reason may be that student-teachers as a consequence of being beginning teachers also have difficulty separating more important events from less important events.

(ii) The student-teachers show a preference for narrow or factual type of questioning

The prevalence of factual questioning in the classrooms of practising students may be because they did not have teaching experience and were not well versed in skills of asking open-ended (elaborative) questions. As was observed in their classrooms, there was frequent use of factual questions related to "what", "when" and "where," etc.

As has been found out from the informal interviews with some of the observed student-teachers, emphasis on narrow questions has been mainly due to the fact that they thought it as an affront to their control, authority and healthy classroom management if they asked open-ended questions and allow their students to argue on the issues. This state of affairs is strongly supported by Ryan and Phillips (1982). To them novice teachers are concerned primarily with their own survival in the classroom and this personal concern may account in part for the amount of time they spend on classroom management (Anderson and Burns, 1989:346).

(iii) Most of the Classroom Verbal Communication was limited to the question response pattern

An examination of the cells (2-8) and (3-8) indicates that an attempt to allow greater participation of students in the classrooms has been done through question and answer means. Student teachers ask questions (mostly narrow) and pupils give responses.

Student-teachers spend the majority of the time " talking to students" rather than " talking with students". They make the majority of the decisions and perform most of the activities. This implies that the student teachers employed direct influence (Flanders, 1970), "ringmaster" (Smith and Geoffrey, 1968); teacher centred (Cuban, 1984) or direct instruction (Rosenshine, 1987) approach to teaching.

(iv) Most of the Pupil Initiation is Teacher Directed

As has been depicted in Table 2, pupil initiation was very little (see row 9 and Column 9). Moreover, whatever pupil initiation talk existed, it was due to teachers' pressure.

(v) Most of the interaction in the classrooms was limited to three teaching behaviours

About 66.04 per cent of the total interaction was restricted to questioning, lecturing and responses by the pupils. Therefore, these three components of teaching behaviours of the student-teachers represent the ingredients on which language teaching was based in their classrooms.

(vi) Emphasis on content

Another feature which was observed in the classrooms of the student teachers was the unusually great importance given to the presentation of subject matter. What may be called "Content Cross Ratio" (C.C.R), which is a percentage figure of the sum of columns and rows 2,3,4 and 5 with reference to the total number of events, was found to be very high (74.87%) indicating, thereby, that student teachers spent most of their time in dealing with the subject-matter.

The results obtained in this investigation also throw an important light on the cross-cultural differences in the teaching

styles of teachers. If the norms⁴ provided by Flanders (1970) for teachers in the U.S.A. are compared with the values obtained in the present study, it may be said that the student teachers selected in the sample as compared to the American teachers:

- a) are more dominative;
- b) show less tendency to react to the ideas and feelings of their pupils;
- c) show less tendency to use questions when guiding more content-oriented parts of class discussion;
- d) spend more time in question-response type of interaction; and
- e) give more emphasis to subject-matter than to other aspects of teaching

⁴ The norms considered here for comparison are those suggested by Flanders (1970) on the basis of his findings on teachers in America. It is not clear, however, how the norms of various indices were derived. Hence the comparison made here is very crude.

DISCUSSION OF RESULTS

By and large, the analysis of the data collected for the purpose of the present study has succeeded in bringing out some salient features of teaching behaviours of the student-teachers. For example, an important result obtained relates to the observation that the student-teachers were found to be dominative. More than three-fourths of the classroom period was usually occupied by teacher talk while the remaining one fourth was devoted to pupil talk. This discovery was striking because it appeared even more than the time allocation in lessons that have been observed in the U.K. and U.S.A., where, on the average, about 50% of the time is occupied by teacher talk and the other 50% by other classroom activities. The high proportion of teacher talk may be because of the lengthy nature of the daily lesson plans. When asked in the formal and informal interviews about specific practices observed in their classrooms, sixteen (75%) student-teachers attributed the cause of the practices of giving continuous lecture to the lengthy nature of the subject-matter to be taught. Hence, they, consumed much of the teaching time in narrow lecture with a view to finishing the daily lesson plan in time. They seemed to be convinced with the idea that the narrow lecture method is more appropriate to employ when one has large material and less time at his disposal; a concept the student teachers claimed to have

acquired from their "General Methods of Teaching" course at the University.

"At the beginning of each lesson, the student-teachers usually begin by introducing the topics and instructing the pupils to bring out their books and exercise-books. This was then followed by details of explaining the subject-matter, talking, explaining, and transmitting information."

Another important reason obtained from the student teachers was related to experience. Four (20%) student-teachers reported that they felt more secure while lecturing than while asking questions or opening discussions. They attributed the origins of this behaviour to their own experience and ideas. Clark, smith, Newby, and Cook (1985) have provided a descriptive foundation for determining why the preservice methods courses are forgotten and/or discounted. Still, another reason which might make the student-teachers helpless, except to resort to lecturing, could be that the students do not have skills in applying any other methods/ techniques of teaching. Only 18 (now 28) credit hours, which is about 14% (21%) of the total number of credits, provided for pedagogical and psychological courses in the training program of AAU. So real development of teaching skills has been quite impossible under

such a condition. UNESCO recommends more than 30% professional courses to be included in a teacher training program out of the total program component. As noted by Wilcox (1983), the Ethiopian classrooms, in which the student-teachers were brought up, are teacher dominated where lecture and fixed patterns of recitation predominate. Similarly, the student-teachers have been taught and trained in a similar fashion in the University (investigator's experience). Naturally, therefore, what might come first to their mind when they are asked to teach could be the way they were taught by their teachers. They intend to teach in the way they have been taught. In other words, what is known as "teaching tradition" could be another reason for the student teachers to perform in the way they do (see also Azeb, 1984:92).

In so far as the participation of pupils in the classroom is concerned, it has been observed that it was limited only to giving responses to the teacher's questions. The majority of the pupil talk was teacher directed response. Genuine appreciation by teachers of pupils' participation is crucial for promoting interaction. However, in the classrooms observed, students' participation was limited only to giving responses to teachers' questions. It appears that the student-teachers unconsciously believed that if they allowed pupil initiation, there was every likelihood that there would be noise in the classroom and the student-teachers feared that they might not

be labelled as incompetent teachers by their supervisors. Asked why they did not give wider freedom to their students, five student teachers reported that "that would be an affront to their proper classroom management." "Edwards and Furlong (1978) also found in their study of resource based learning in a comprehensive school that there were basic contradictions in the method of giving freedom to pupils to pursue their self interest as against the common need to master basic skills and knowledge which requires the direction of the teacher. They, thus, described this type of teaching method as a "a coping strategy" i.e. a way of working developed to reconcile the difficult problems of maintaining order, communicating information and providing at least some degree of pupil autonomy" (p. 149).

Interviews and feedback sessions with student-teachers revealed that the overall organization of the schooldays, the timing, task demands and students' discipline have a strong influence on the performance of the students. The allocated time, for example, was a critical factor to influence emphasis placed on content. There appeared to be great pressure for content coverage, and the school day was divided into very small segments. These situations are termed as "limits on Learning to Teach through Student Teaching" by Koehler (1988) in his study on "Barriers to the Effective Supervision of Student Teaching". Apart from the above points, a high emphasis on content may be attributed

to the fact that the student-teachers view the teaching learning process as restricted only to covering the content. They do not seem to be aware of the fact that pupil participation and pupil initiation facilitate learning.

The reason for the less amount of extended periods of silence and confusion in the classroom teaching may again be attributed to the fact that most of the student-teachers have shown less tendency to asking elaborative questions in which pupils have to think to get the answers.

The results obtained in the present investigation are in general in line with the findings in the studies conducted earlier by other researchers who had employed FIAT or other observational techniques in their research with samples from different countries. Omokhodion's (1989) classroom observational study in Lagos, Nigeria, through time sampling, showed that two-thirds of the classroom period is usually spent by the teacher talking while the remaining one-third is spent either answering questions from the pupils or solving problems by the pupils. Similarly, Tassew (1992), while studying the teaching behaviour of science students of Addis Ababa University during their teaching practice sessions, found that most of the teaching time was spent in lecturing. Gupta (1980) reported that the science teachers of Jammu, India, showed a tendency to ask narrow type questions and that their classes were teacher dominated.

CONCLUSIONS

From the data observed and analyzed and on the basis of information obtained through interviews, it could be deduced that most of the student-teachers' influences on their pupils were "direct" rather than "indirect" in nature. The observed classrooms were teacher dominated characterized by classroom transactions based on narrow questions, narrow lectures and student responses on the main. Hence, these components were found to represent the ingredients of classroom climate on which language teaching was based in the classrooms of the student teachers.

Implication

It has long been recognized that teachers exemplify certain distinctive behaviours which are unique to them. And, yet, many of the teaching behaviours of teachers constitute patterns that are quite similar. There is reason to believe that educators can agree that some teachers are highly systematic in their teaching approach, that other teachers are democratic and are much concerned with human relations, that some other teachers are dominative and that still other teachers are highly creative in their approach to teaching. Apart from these categories,

different kinds of dissections of teaching behaviour are available which lead to different categories of teaching behaviour which may be labelled as "direct" or "indirect" "interactive" or "dominative", etc.

There is empirical evidence to suggest that certain kinds of pupils show greatest growth under the influence of teachers with a particular teaching style (Ryans, 1969). The usefulness of such information about teachers' style of teaching to educators, educational researchers and teachers should be evident. It is the contention of the investigator that this study and its findings have an immense potential to highlight the nature of classroom teaching and pinpoint the weaknesses as well as the strengths of teachers under consideration.

In the present study it was discovered that the student-teachers lack a number of teaching skills including questioning, elaborating, leading discussions, etc. This implies that the

Teacher Training Program at AAU has been unable to produce desirable effects on trainees. The present practice of training teachers is inadequate in a sense that it only equips trainees with knowledge on general methods and approaches of teaching with out developing the required skills to use the methods (see also Abraham, 1991).

The existing situation calls for a better professionally organized teacher training program in which a sound balance between subject area training and professional inputs is maintained:- a kind of program in which trainees are to be exposed to pedagogical courses that would help them develop the required teaching skills relevant to their own subject areas. Hence, it is, hereby, strongly recommended that the AAU Teacher Education and Training Program be reorganized and reoriented so that it can provide trainees with a selected set of knowledge and skills on which they can base their teaching operations as creative practitioners in their own specialities.

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