Investigating the Model for Non-native EFL Teachers'Education Program:the Case of Selected Primary teacher Education Colleges in SNNPR

Hailu Wubshet[1]

[1](English Language & Literature, Hawassa University)
Corresponding Author:Hailu Wubshet1

Abstract: The objectives of this study was to investigate the model currently at work for preparing primary school EFL teachers and the knowledge base that can respond to teachers' pedagogical skills in teaching English at primary school. Case study was employed. Document analysis, questionnaire, and in-depth interview were used as instruments. The study found out that the current pre-service teacher education program failed to equip the candidates on the skills of adapting a foreign language teaching materials because less attention is given to content knowledge courses. The program failed to keep balance among the knowledge bases proposed by Day (1991).

I. INTRODUCTION

When the language teacher is not a native speaker, the responsibility of preparing language teachers for their expected roles lay on the teacher education programs because the 'language teachers' are also 'language learners' as the language they are expected to teach is not their mother tongue. The responsibility placed on Language Teacher Education Programs is to transform the process of language teacher preparation into a never ending quest for quality. Indeed language teaching plays a vital role in the entire education system. Here, it is wise to use the following powerful words on the influence of English in education [1]

The educational system is the powerhouse of development in every nation. When it is sick, its sickness will most likely be contagious and affect the entire nation. On the other hand, when it is healthy, the entire nation in all probability will enjoy good overall health. Language is crucial in ensuring the health of an educational system. Language use in education can make or mar an entire educational edifice.

English Language Teaching plays a pivotal role in bringing about the overall good health within an education system that is conducted in a non-native language, as is the case in English as a foreign language [2].

Several components are included in many pre- service EFL teacher preparation around the globe. Linguistic component, pedagogical component and literature component are the common ones. "Although in most parts of the world the main emphasis in ELT is on methodology, there have been situations in which emphasis was placed on raising the language level of the future teacher" [3].

English in Ethiopia has a foreign language status. It is common to find students speaking more than one Ethiopian languages before learning English. According to [4], "English is the third or even the fourth language" in Ethiopia. There are more than 80 languages spoken in the country. Currently, some of them are becoming the language of instruction in primary schools and English is taught as a subject in primary schools and a subject and a medium of instruction in secondary and tertiary education. Although there are a number of languages in the country, Ethiopia could not do without English. The need for English will continue, and yet- until recently- little had been done to have it taught effectively. Although different factors contribute to this ineffectiveness of English language teaching in the country, the current researcher wanted to investigate the model for pre-service Primary school EFL teacher education program.

The study will strive to investigate the existing model of EFL teacher education program in Colleges of Teacher Education in SNNPR. The candidates take different courses that are supposed to prepare them for the teaching career. The minimum requirement to enter the teacher education program for primary school is completing grade 10 and obtaining 2.0 in EGSSCE and passing the entrance examination prepared by CTE's. Since there can never be good schools without effective English Language Teaching, a number of contextual problems may account for the ineffectiveness of English Language Teaching in primary schools. The problems may include high teacher- pupil ratios, poor classroom resources, diverse students' profile, the classroom setup, the curriculum and above all, the quality of teachers' preparation programs.

The motivation of conducting this study arose from the researcher's personal experience as an English Language teacher at different levels and English Language Teacher Trainer. Furthermore, the informal talk with primary English teachers, school principals and parents informed the researcher that the teachers' language teaching is problematic. The researcher believe that the problem may take place due to different reasons. These reasons include, the status of the language as a foreign language, having incompetent language teachers, a mismatch between teacher preparation and what happens in the classroom, admitting poorly qualified entrants into teacher preparation programs, etc.

In view of what was observed at the primary school level, the current study is to examine the preparation of English language teachers for primary schools. The main problem the current study is going to address is the continuing ineffective teaching of English as a foreign language in primary schools. A number of contextual and other factors may account for the ineffectiveness of English language teaching in the primary schools. However, this study opted to analyze the English language teacher education programs of some selected Colleges of Teacher Education (CTE) in SNNPR, Ethiopia. The reason for this is that if we want to give students quality education possible, we must provide the best education to those who will teach them.

The main objective of this study is to investigate the model for preparing primary school EFL teachers. The specific objectives include investigating:

- The knowledge base of primary school EFL teacher education programs in SNNPR,
- the program aspects that need to be improved and maintained from the perspective of both teachers and students,
- Professional education model that dominates the primary EFL teacher education programs.

There exists a number of theoretical discussions about the knowledge base of pre-service EFL teacher education programs across the world. [5] proposed knowledge base for second or foreign language teacher education programs. According to them, the knowledge base for preservice EFL teacher education program should focus on "the activity of teaching itself – who does it, where it is done, and how it is done". This knowledge base accounts for three interrelated domains of teaching: the teacher-learner, the social context, and the pedagogical process. This proposal has initiated different conceptual debate and this conceptual debate has contributed to moving the field of ESL/EFL teaching research forward [6]. Many researchers use the term "content" and "knowledge base" alternatively. Many have attempted to outline what content should be included in a SLTE program and some of them are summarized in the following table:

Table 1 summary on different views of the knowledge base of SLTE/FLTE.

Lafyayette	Day	Roberts	Richards
• Language proficiency • Civilization & Culture • Language Analysis (i.e. knowledge about the language)	• Content knowledge • Pedagogical knowledge • Pedagogical content knowledge • Support knowledge	• Content knowledge • Pedagogical content knowledge • General pedagogic knowledge • Curriculum knowledge	• Theories of teaching • Teaching skills • Communication skills • Subject matter knowledge

[7] stipulated that a SLTE program should include three categories of knowledge that include language proficiency, civilization and culture, and language analysis. Lafayette does not seem to recognize the importance of pedagogical knowledge and pedagogical content knowledge. [8], on the other hand, addresses this weakness by suggesting that the knowledge base of S/FLTE program should include four domains of knowledge which include content knowledge, pedagogical knowledge, pedagogical content knowledge, and support knowledge. Day's framework appears to be more comprehensive than Lafayette's framework, and he adds support knowledge to the framework to emphasize the role of the knowledge of the various disciplines that inform our approach to the teaching and learning of English; e.g., psycholinguistics, linguistics, second language acquisition, sociolinguistics, research methods.

However, there is still a lack of concern for understanding the teacher as learner of teaching and how they learn to teach. This shortcoming is later addressed in two views of the knowledge base of SLTE held by Roberts [9] and Richards [10] include the issue of 'teacher as learner of teaching and how they learn to teach'. Similarly, Roberts proposes six types of teacher knowledge including content knowledge, pedagogical content knowledge, general pedagogic knowledge, curricular knowledge, contextual knowledge, and process knowledge. In like manner, Richards suggests six major categories of knowledge: theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision making, and

contextual knowledge.

Day's framework was used as a guideline for analyzing S/FLTE curriculum documents in this study because it constitutes an over- view of comprehensive framework of domains of knowledge, skill, understanding, and awareness.

II. MATERIALS AND METHODS

The study was conducted in some selected Colleges of Teacher Education in SNNPR. These include Hawassa College of Teacher Education, Hossana College of Teacher Education, and Dilla College of Teacher Education and the Regional Education Bureau (REB).

Study design: The design for this study is non-experimental. It is a case study and cross-sectional in nature.

Study location: The study was conducted in three teacher education colleges of SNNPR, Ethiopia.

Study Duration: November 2017 to May 2018

Subjects & selection Method: The participants of the study include English department heads, senior teacher educators and third year students of the sample Colleges of Teacher Education and experts in the Regional Education Bureau. 100 third year trainee teachers were selected using random sampling technique whereas teacher educators and a focal person from REB (Regional Education Bureau) were selected using purposive sampling technique.

Procedure Methodology

After written informed consent was obtained, a questionnairewhich was slightly adapted from [11]was distributed to the participant third year trainees. It is expected that the adapted questionnaire conveniently explored the English learning experiences of the participants of the study, the variety of English they get to learn, and consequently, to teach and their personal difficulties with English. Then, individual Interview was designed and implemented to record the opinions of a representative sample interviewees regarding several aspects pertaining to their roles as English Language Teaching specialists. Each interview session covered not longer than fifteen minutes. Finally, secondary data source, which was the syllabi of courses offered to English major traineesand the relevant documents from regional Education Bureau (REB) were analyzed.

III. METHODS OF DATA ANALYSIS

Analysis was conducted based on qualitative and quantitative data. Presentation and discussion were taking place accordingly. Data from document analysis contributed to the discussion of 'pedagogical skills crucial to non-native English teachers'. In order to determine the level of confidence of non-native English speaking teachers to teach English, and whether there are foreign language teaching needs that are being ignored by the preparation program under study. These analysis contributed to the investigation of the ELT pedagogical skills of the practicing teachers, and the practicing teachers' perception of their English language competence.

IV. RESULTS AND DISCUSSION

Trainees overall evaluation of the teacher preparation program

A total of 100 pre-service teachers filled in and returned the questionnaire. This was almost 35% of the total third year trainees population.

Table 2: Trainee's evaluation on Pre-service Primary School EFL teacher education program.

S/N	Item	Strongly agree	agree	uncertain	Strongly disagree	Dis-agree	N
1	The program has good linkage between different courses	20	53	19	5	3	100
2	… avoids overlapping information between different courses	12	60	23	4	1	
3	… gave me adequate training in English	16	54	18	4	8	
4	… gave me adequate training in teaching skills.	20	55	14	5	6	
5	gave me adequate training for the needs of the local context (Ethiopia)	16	48	16	8	12	

No	Statement					
6	… is up-to-date.	10	47	32	5	6
7	… encouraged me to reflect on my past experiences as a Language learner.	21	47	15	8	9
8	… encouraged me to be a reflective teacher (when I start teaching).	14	56	14	5	11
9	… promotes flexibility in using different teaching practices for different situations.	13	52	15	7	13
10	… balances teacher-centered and student-centered learning on its courses.	17	43	19	6	15
11	… taught me how to teach English.	18	63	15	2	2
12	… taught me how to evaluate myself as a teacher.	23	55	17	3	2
13	… taught me classroom management skills.	18	58	17	2	5
14	… taught me how to *use* foreign language teaching materials.	11	55	20	7	7
15	… taught me how to *adapt* foreign language teaching materials.	9	22	20	37	12
16	… increased my powers of self-evaluation.	19	54	19	5	3
17	… taught me foreign language testing and evaluation skills.	18	56	14	4	8
18	… is relevant to my needs.	9	57	21	6	7
19	… has a good balance between the teaching of: English, teaching skills, and classroom management skills.	13	47	19	9	12
20	… prepared me to teach English in the classroom.	16	64	9	3	8
21	… met my needs.	8	57	26	1	8
22	By the end of this program, I will be ready to teach English.	31	55	5	5	4

Table2 includes the pre-service English teacher trainees evaluation of the teacher preparation program they are about to complete. Accordingly, 20 (20%) respondents strongly agree, 53 (53%) agree, 19 (19%) uncertain, 5(5%) strongly disagree and 3 (3%) disagree with the claim that says, "The program has good linkage between different courses" respectively. In like manner, 12(12%) respondents strongly agree, 60 (60%) agree,

23(23%) uncertain), 4 (4%) strongly disagree and 1 (1%) disagrees with the supposition, "the program avoids overlapping information between different courses.

16(16%), 54 (54%), 18 (18%), 4 (4%) and 8 (8%) respondents strongly agree, agree, uncertain, strongly disagree and disagree respectively to the item that asks whether the program gave them adequate training in English. Similarly, 20(20%) respondents strongly agree, 55 (55%) agree, 14 (14%) uncertain, 5 (5%) strongly disagree and 6 (6%) disagree on the issue that enquires if the program gave them adequate training in teaching skills. For the item that claims, "the program gave me adequate training for the needs of the local context (Ethiopia), 16 (16%), 48 (48%), 16(16%) 8(8%) and 12 (12%) respondents strongly agree, agree, uncertain, strongly disagree and disagree respectively.

In the same way, 10 (10%) respondents strongly agree, 47 (47%) agree, 32(32%) uncertain, 5,(5%) strongly disagree and 6 (6%) disagree to the idea that says, " the program s up-to date". From these we can learn that though majority of the respondents agreed that the program is up-to date, considerable number of respondents (i.e. 32) were uncertain whether the program is up-to-date.

Item number 7 says, "The program encouraged me to reflect on my past experiences as a Language learner". 21 (21%), 47 (47%), 15 (15%), 8 (8%) and 9 (9%) respondents strongly agree, agree, uncertain, strongly disagree and disagree to the point respectively.

The issue under number 8 is on whether the program encouraged the participants to be a reflective teacher (when they start teaching). In this regard, 14(14%) respondents strongly agreed, 56 (56%) agreed, 14 (14%) uncertain, 5 (5%) strongly agree and 11 (11%) agree respectively. For the item that says, "The program promotes flexibility in using different teaching practices for different situations", majority of the respondents (i.e. 52%) agree and 13% strongly agree respectively. The remaining 15(15%), 7(7%), and 13 (13%) responded uncertain, strongly agree and agree respectively. Similarly, majority of the respondents, (i.e. 43%) and 17 (17%) agreed and strongly agreed that the program balances teacher-centered and student-centered learning on its courses. On the other hand, 19 (19%) respondents were not certain and the remaining 6 (6%) and 15(15%) respondents strongly agree and agree respectively.

Majority of the participants (i.e. 81%) believe that the program taught them how to teach English. But, 15 (15%) respondents were not certain whether the program taught them how to teach English. The remaining small number (i.e. 4 of the respondents) did not believe so. Concerning the programs capability of producing a reflective practitioner, majority of the respondent pre-service teachers (i.e. 78%) strongly agree and agree respectively to the supposition that says, "the program taught me how to evaluate myself as a teacher. But, 17 (17%) respondents were uncertain on the programs capability of helping to evaluate oneself as a teacher. The remaining 5 (5%) respondents strongly disagreed and disagreed respectively. Similarly majority (76%) of the respondents believed that the program taught them classroom management skills while 17 (17%) respondents were uncertain and the remaining 7(7%) didn't agree with the supposition.

Moreover, majority of the respondents (66%) agreed that the program taught them how to use foreign language teaching materials whereas 20 (20%) respondents were not certain. Only 14(14%) respondents mentioned that the program didn't teach them how to use foreign language teaching materials. But, 49 (49%) respondents mentioned that the program did not teach them how to adapt foreign language teaching materials while 20 (20%) respondents were uncertain. The remaining 31 (31%) respondents agreed that the program taught them how to adapt foreign language teaching materials.

Item number 16 of Table 2 is on the program's ability to increase their powers of self-evaluation. Accordingly, 19 (19%) and 54 (54%) respondents strongly agreed and agreed on the program's capability of increasing the candidates power of self –evaluation while 19(19%) respondents were uncertain. The remaining 8 (8%) did not agree to the program's capability of increasing self-evaluation.

Concerning the issue of testing and evaluation skills, 74% of the respondents agreed that the program taught them foreign language testing and evaluation skills. But 14 (14%) remained uncertain. Only 12% of the respondents disagreed.

Majority of the respondents (63% of them) believe that the program is relevant to their needs; but 21(21%) were uncertain. The remaining 13% said that the program is not relevant to their needs.

Majority of the participant pre-service teachers (i.e. 60%) agreed that the program has a good balance between the teaching of English, teaching skills, and classroom management skills. On the other hand, 19 (19%) respondents were uncertain and 21 (21%) disagree to the supposition. In like manner, majority (80%) of the participants agreed that the program prepared them to teach English in the classroom whereas 9 (9%) respondents were not sure. Only 11 (11%) respondents disagreed.

To the item that asks whether the program met their needs, 65% of the participants agreed and 26% of them were not sure. Only 9% of the respondents mentioned that the program failed to meet their needs. In the end, 86% of the respondents agreed that by the end of the program, they will be ready to teach English. Yet, 5

(5%) of the respondents were not sure and the remaining 9% of the respondents stipulated that by the end of the program, they will not be ready to teach English.

When we conclude the above discussion, we can say that majority of the participant pre-service English teachers have positive attitude towards the pre-service English language teacher preparation program they are about to complete. In many cases, the number of 'uncertain' responses is greater than the number of respondents who do not agree with the suppositions. This shows that considerable number of participants lacks appropriate awareness on the purpose and the process of the teacher preparation program they are in.

An important finding is that majority of the respondents mentioned that the teacher education program failed to equip the candidates on the skills of adapting foreign language teaching materials which is an important skill in teaching a foreign language.

Knowledge base of Primary school teacher preparation programs in SNNPR.

The following table tried to categorize the courses given in the CTE under different knowledge bases. The categorizations made by Richards and Day were used for the purpose of this study.

Table 3: Knowledge base Categorization of CTE's courses

Theories of Teaching	Teaching skills	Communication skills	Subject matter knowledge	Pedagogical reasoning & decision making	Contextual knowledge
None	✓ Practicum I (1) School observation ✓ Teaching English as a Foreign Language in primary schools (2) Eng.201 ✓ English Teaching Methods I (PCK I) (3) Eng. 219 ✓ Practicum II (2) (Critical Classroom Observation) ✓ Language in Teaching Context I (3) Eng. 227 ✓ English Teaching Methods II (PCKII) (3) Eng. 229 ✓ Practicum III (3) Assessing the classroom teacher ✓ Language in teaching Context II (3) Eng. 317 ✓ Practicum IV (6) (block teaching) Action Research included. ✓ Teaching English using songs & poems (3) Eng. 328 ✓ PCK III (3) Reflection on specific teaching methods practiced during practicum IV ✓ Children Literature for language Teaching (3) Eng. 318	✓ Basic English I (3) Eng. 110 ✓ Basic mother tongue (2) ✓ Hand writing skills (MOT 101) (2) ✓ Basic English II (3) (Focus on reading and writing Eng.102 ✓ Listening Skills (3) Eng. 212 ✓ Reading skills (3) Basic Eng. 224 ✓ Writing Skills (3) Eng. 225 ✓ Communicative English Grammar (3) Eng.226 ✓ Spoken English I (3) Eng. 313 ✓ Spoken English II (3) Eng. 323	✓ Curriculum instruction & assessment in primary schools (3) ✓ Linguistics for primary school teachers (3) Eng. 212 ✓ Material analysis & preparation (3) Eng. 327	✓ Art, music & child learning (2) ✓ Child development & learning (3) ✓ Cognitive development & learning (3) ✓ Application theories of learning in primary school (2) ✓ Action Research (1) Theory	✓ Professional ethics & civic education (2) ✓ Curriculum, instruction & assessment in primary school (3) ✓ Art, music & child learning (2) ✓ Assessment in primary school (3) ✓ Application of media and Information technology in primary Grades (2) ✓ Inclusive education in primary schools(3) ✓ Cross-cutting issues in education (3) ✓ Sociological perspective in teaching & learning (3) ✓ School management & school Improvement (2)

The primary school EFL teacher education program under investigation comprises 42 courses with 115 credit hours. When we categorize each course under the six knowledge bases proposed by Richards, (1998), There are 12 courses with 35 credit hours that focuses on the enhancement of the trainee teachers teaching skills, 10 courses with 28 credit hours that targets the development of the trainee teachers communication skills, 3 courses with 9 credit hours are devoted to their subject matter knowledge, and 5 courses with 11 credit hours are supposed to develop the trainee teachers pedagogical reasoning skills and decision making. No course is assigned to acquaint the trainees with theories of teaching. The remaining 5 courses with 14 credit hours cannot be grouped under any of the knowledge bases proposed by Richards.

This implies that: (1) there is no balance among knowledge bases (2) the knowledge base on the theories of teaching is not given due attention by the curriculum

The following table categorizes the above courses under four knowledge base categories; namely content, knowledge, pedagogic knowledge, pedagogic content knowledge and support knowledge.

Table 3: Knowledge base categorization of CTE's courses according to Day (1991)

Content knowledge	Pedagogic knowledge	Pedagogic content knowledge	Support knowledge
✓ Basic English I (3) Eng.110	✓ Child development & learning (3)	✓ Teaching English as a Foreign Language in primary schools (2) Eng. 201	✓ Basic Mathematics I (3)
✓ Basic English II (3) (Focus on writing & speaking) Eng. 102	✓ Curriculum instruction & assessment in primary schools (3)	✓ English Teaching Methods I (PCK I) (3) Eng.219	✓ Basic Natural Science I (3)
✓ Linguistics for primary school teachers (3) Eng. 211	✓ Practicum I (1) (SCHOOL OBSERVATION)	✓ Language in Teaching Context I(3) Eng. 227	✓ Basic Mother tongue (2)
✓ Listening skills (3) Eng. 212	✓ Cognitive Development & Learning (3)	✓ English Teaching Methods II (PCKII) (3) Eng. 229	✓ Basic social studies (2)
✓ Reading skills (3) Basic Eng. 224	✓ Application of Theories of Learning in Primary School (2)	✓ Language in teaching Context II (3) Eng. 317	✓ Handwriting skills TMOT 101 (2)
✓ Writing skills (3) Eng.225	✓ Assessment in Primary Schools (3)	✓ Teaching English using songs & poems (3) Eng. 328	✓ Professional ethics & Civic education (2)
✓ Communicative English Grammar (3) Eng. 226	✓ Practicum II (2) Critical Classroom Observation	✓ PCK III (3) Reflection on specific teaching methods practiced during practicum IV	✓ Basic Natural Science II (3
✓ Spoken English I (3) Eng. 313	✓ Inclusive education in primary schools(3)		✓ Basic Mathematics II (3)
✓ Spoken English II (3) Eng. 323	✓ Practicum III (3) Assessing the Classroom teacher		✓ Art, music & child learning (2)
	✓ Practicum IV (6) (block teaching) Action Research included.		✓ Action Research (I) Theory
			✓ Application of media and Information technology in primary Grades (2)
			✓ Cross- cutting Issues in Education (3)
			✓ Sociological perspective in teaching & learning (3)
			✓ Material analysis & preparation(3) Eng. 327
			✓ Children Literature for language teaching (3) Eng. 318
			✓ School management & school Improvement (2)

Pre-service primary school English teacher education programs understudy included 42 courses which were distributed for three years (i.e. for 6 semesters) delivery. These courses covered a total of 115 credit hours.

When we look at the previous table, 9 courses that cover 27 credit hours were designed to provide content knowledge. This accounts for 21.4% of the whole course which means 23.4% of the credit hours allotted to all the three years.

Similarly, 10 courses with 29 credit hours were assigned for the enhancement of pedagogic knowledge of the trainee teachers. These accounts for 23.8% of the total courses which is 25.2% of the total credit hours. On the other hand, 7 courses (16.6%) with 20 credit hours (17.3%) of the total credit hours assigned for pedagogic content knowledge enhancement.

The remaining 16 courses (i.e. 38%) with 39 credit hours (i.e. 33.9%) were assigned for support knowledge enhancement of the trainee teachers.

Although it is clear that knowledge sources help learners to develop different types of knowledge on teaching English, the program studied gave more attention to support knowledge compared to other knowledge bases.

MODELS OF PRE-SERVICE ESL/EFL TEACHER EDUCATION PROGRAMS

[12] suggested, three major models of professional education. They include: The craft model, the applied science model and the reflective model. Wallace presented these models as they appeared chronologically. Similarly [13] suggested four models to second language teacher education programs. These are: (1) The apprentice-expert model, (2) The rationalist model, (3) The case studies model, and (4) The integrative model. The essence of each model is outlined in chapter 1. Based on that, the researcher has classified the current pre-service English language teacher preparation program at the SNNPR as reflective or integrative model because subjects and methods are theoretically studied, reflected in/on, examinations are written, and finally Diploma is conferred upon successful completion. However, some aspects of the program fit into the applied science model, due to the highly academic nature of the program where theory is first transmitted to the trainees, and upon the completion of the courses, the participant are supposed to apply the theory they learnt. The craft model implies observing and copying master teachers. Currently, the practicum courses (particularly the block courses) intends the trainee to observe the 'master' teacher in schools and teach accordingly. But, it is hard to say that we have 'master teachers' in our schools. Furthermore, schools do not have a 'master teacher model' for the novice teacher to observe and copy.

Therefore, though the teacher preparation program understudy seemed to include all the three models, the reflective model is dominant and fit in the new thinking of the current Ethiopian education policy.

The following diagram shows the current pre-service EFL teacher education program in SNNPR, Ethiopia.
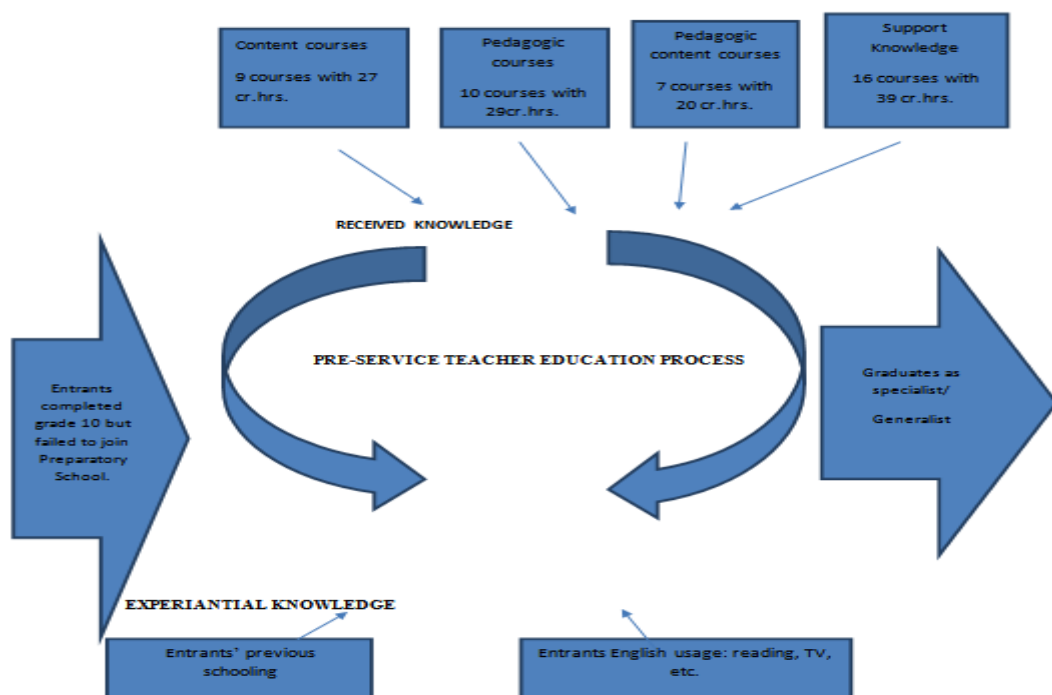
The Current Pre-service English Teacher Education Program's Model in SNNPR, Ethiopia

Results of the individual Interview

Four teacher educators and one REB English language & mother tongue coordinator were interviewed on the aspects of pre-service English language teacher education program under study. The following is the summary of their interview.

All the four participant teacher educators mentioned that they regularly participated in the recruitment of pre-service teacher trainees. They further said that the recruitment criteria is centrally developed and sent to REB; from REB to Zonal and Woreda education offices hierarchically. The criteria include academic performance and entrance examination. The academic performance accounts for 50% and the entrance examination accounts for the remaining 50%.

The participants mentioned that the recruitment criteria is good. It has a room for modification by the REB. The Regional Education Bureau contextualizes the criteria by adding some points that encourage nomads and students from the remotest areas of the region.

Concerning the quality of the teacher education program, participants said that the performance of the teacher trainees is declining from year to year. They stipulated that this becomes a trend at all levels these days. The participants mentioned the trainees' academic background as the reason for their low performance during and after the training. The trainees who failed joining preparatory schools join the college of teacher education to become teachers. They said, even among the students who failed to join preparatory schools, the first choice is colleges of health sciences, the second choice is Technical and Vocational Education and Training (TVET) colleges and the students last choice is joining CTE. The Participants also suggested ways of filling the performance gap of the fresh graduates of the CTE. These remedial activities include engagement in CPD activities; follow ups and support from experienced teachers; exposing the new entrants to various professional debates, seminars, workshops, etc.

The participants said that since the curriculum for pre-service teacher education program is frequently changed; so is the material. Some years back it was either a linear or cluster program; but now it is either specialist or generalist. Before linear/cluster; it was TESO, etc. The materials for the courses were prepared by university teachers. Because of this, they said, the contents of some courses are too ambitious. They failed to take into account the level of the trainees. The participants mentioned the course 'Teaching English as a Foreign Language (Eng. 201') as an example of these difficult courses for the trainee teachers. All respondent were not happy with the teaching materials as they feel that they were prepared by people who did not know the status of the trainees as well as the reality of CTE's.

With regard to the quality of the teacher educators, respondents agreed that majority of the pre-service English language teacher educators have the necessary qualifications and experiences to be teacher educators though, they said, there exists individual differences.

The overall evaluation of the respondents on the pre-service teacher education program understudy is good. But, the educators mentioned a frequent change on curriculum and approach affects the quality of the program. Furthermore, participants mentioned that the CTE's should create a link with primary schools and establish a follow up system that will contribute to the betterment of the program as well as the performance of the graduates. They also claimed that entrants to the program should be students who completed grade 12 rather than grade 10. The reason they gave for this claim is that students of grade 12 are more matured than students of grade 10 and take responsibilities entrusted to them during and after the training.

V. CONCLUSION

The study was planned to investigate the model currently in use for preparing primary school EFL teachers and the knowledge base that can possibly respond to teachers' pedagogical skills in teaching English at primary school. Casestudy was employed. Document analysis, questionnaire, and in-depth interview were used as instruments. The study identified that the current pre-service teacher education program failed to equip the candidates on the skills of adapting a foreign language teaching materials because less attention is given to content knowledge courses. The program failed to keep balance among the knowledge bases of foreign language teacher education programs envisaged by different authorities.

REFERENCES

[1]. Language Attitudes in Sub-Saharan Africa: A social – linguistics overview. Adegbija, E. 1994.Clevedon: Multi-lingual matters.
[2]. Teacher burnout in Botswana's ESL Secondary School Classrooms. Journal for Language Teaching. Chimbganda, A.B &Kasule, D. 1999, 33(2):141-158
[3]. OnReconceptulizing Teacher Education. TESOL Quarterly,Yates, R., &Muchisky, D. 2003 37(1), 135-147, http://dx.doi.org/10.2307/3588468.
[4]. Perspectives on the in-service training needs of NNS teachers of English toyoung learners. The teacher Trainers.Jarvis, J. (1991), 5(1):4-9

[5]. Reconceptualizing the knowledge-base of languageteacher education. TESOL Quarterly,Freeman, D., & Johnson, K.E. 1998, 32, 397-417. http://dx.doi.org/10.2307/3588114.

[6]. What language teachers need to know. In M.H. Bigelow & C.L Walkers (Eds.). Creating teacher community; Selected papers from the ThirdInternational Conference on Language Teacher Education (CARLA working paper no.24), Kramsch, C., & Ware, P. 2004 (pp.27-50). Mineapolis: University of Minnesota, Centre for Advanced Research on Language Acquisition.

[7]. Subject Matter Content: What every foreign language teacher needs to know. Lafyatte, R.C. 1993.In G. Guntermann (Ed.). Developing language teachers for a changing world (pp. 125-157). Lincolnwood, IL: National Textbook.

[8]. Models and the knowledge base of Second Language Teacher Education.Working papers in Second Language Studies, Day, R. 1993, 11 (2), 1-13 Retrieved from   http://hawaii.edu/sis/uhwpesl/11 (2)/Day.pdf.

[9]. Language Teacher Education. Roberts, J. 1998.London: Arnold.

[10]. Beyond training. Cambridge. Richards, J.C. 1998.Cambridge University press.

[11]. The non-native teacher.Medgyes, P. 1994. London: Macmillan

[12]. Training Foreign Language Teachers: A Reflective Approach. Wallace, H. 1991.   Cambridge, England: Cambridge University Press.

[13]. Models & Knowledge base of second language teacher education. Day, R.R 1991, In Sadtono (Ed.). Issues in Language teacher education, (pp.38-48). Singapore:SEAMO Regional Language Center.