Pre-service teachers’ perceptions on the contribution of EFL teacher education programme to their teaching skills

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Outline

- History of teacher education
- EFL programme evaluation
- Teacher education models
- Previous research in Turkey
- The study
- Findings
- Discussion and conclusion
- Implications
History of teacher education programmes

- Recent interest, despite the long history of teacher education programmes (Day, 2014).
- Native speaker teachers vs. non-native speaker teachers.
- Day identifies two major issues:
  - **Field knowledge**
    - **Content**
    - **Pedagogic**
    - **Pedagogic content**
    - **Support**
  - **Delivering field knowledge**
Teacher education and EFL programme evaluation

Teacher Education

- First step of pre-service teachers’ professional careers
- Teacher quality
- The quality of teacher education programmes

ELT Programme Evaluation

- Initial point of professional development
- The demands of the stakeholders
- Contributes to the development of a programme
Teacher education models (Day, 2014)

- **The apprentice-expert model**
  - Pre-service and in-service teachers work together

- **The rationalist model**
  - Teach field knowledge to trainees that they need to teach

- **The case studies model**
  - Discussion of real cases in the classroom

- **The integrative model**
  - Integration of the three models

- **To Day, the rationalist model is overemphasized.**
Previous Research

Several researchers investigated ELT teacher education programme in Turkey.
Previous relevant research:

**Erozan (2005)**

- Investigated the impact of language improvement courses.
- Results revealed them effective.
Previous relevant research:

**Seferoğlu (2006)**

- Pre-service teachers’ perspectives related to methodology and practice components of the programme:
- Results: No close connection between course materials and real life practice.
- Insufficient opportunities for micro-teaching and practice teaching.
Previous relevant research:

Şallı-Çopur (2008)

- Self-perceptions of graduates regarding their competency in teaching EFL.
- They perceived themselves component.
Previous relevant research:

Coşgun-Ögeyik (2009)

- Pre-service teachers’ ideas related to the programme.
- The programme meets pre-service teachers’ expectations.
- Combines theory with practice.
- Nonexistence of culture specific courses.
Previous relevant research:

Coşkun & Daloğlu (2010)

- Investigated ELT teacher education programme from in-service and pre-service teachers’ perspectives.
- Revealed differences between pre- and in-service teachers.
- In-service: the programme does not develop linguistic competence.
- Pre-service: The programme requires changes with regards to pedagogical components.
Previous relevant research:

Yavuz & Zehir Topkaya (2013)

- Investigated the perceptions of teacher educators from several universities in Turkey with regards to changes in ELT teacher education programme and revealed the concerns such as:
  - Sequence,
  - Content,
  - Structure, and
  - Procedure.
Hişmanoğlu (2012)

• ELT teacher trainees’ ideas on the programme.
  ◦ **Strengths:**
    • Meets the interests and needs of pre-service teachers,
    • Parallel to developmental level.
    • Clear and comprehensible.
    • Contributes to their experiences of knowledge.
    • Facilitates finding solution to problems.
    • Learner-centered.
    • Results in permanent learning.
    • Benefits from communication technologies.
    • Enables several physical setting options.
  ◦ **Weaknesses:**
    • Does not contribute to the development of higher level thinking skills. Does not facilitate pre-service teachers’ interest in the lesson.
Previous relevant research:

Razı & Tekin (in press)

- Investigated the courses that contribute to the development of intercultural communicative competence (ICC) at language teaching departments.
- Need for more ICC based courses.
Aim & Research Questions

- **Aim:** Reveal the perceptions of prospective EFL teachers about teaching competence with regards to their evaluation of the contributions of English language teacher education program (ELTEP) to their teaching competences.

- **RQ1:** What are the perceptions of pre-service EFL teachers towards teaching competence?

- **RQ2:** To what extent does English language teacher education program prepare pre-service EFL teachers for teaching?
The Study

- **Research Method**
  - Survey

- **Setting**
  - Canakkale Onsekiz Mart University, ELT Department
  - 2015-2016 fall session

- **Participants**
  - \( N = 70 \) (\( n_{\text{female}} = 42, n_{\text{male}} = 28 \) pre-service EFL teachers)

- **Instrument**
  - Questionnaire (Kılıç & Saruhan, 2010)

- **Data Analysis**
  - SPSS 22.0
  - Descriptive statistics
  - Independent samples t-test
Findings RQ1

What are the perceptions of pre-service EFL teachers towards teaching competence?
## Finding RQ1: Pre-service EFL teachers’ perceptions - Teaching competence

<table>
<thead>
<tr>
<th>Items</th>
<th>M</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>Using verbal language effectively</td>
<td>4.87</td>
<td>0.92</td>
</tr>
<tr>
<td>Organising learning environment according to the purpose</td>
<td>4.71</td>
<td>0.92</td>
</tr>
<tr>
<td>Listening to students with interest</td>
<td>4.37</td>
<td>0.76</td>
</tr>
<tr>
<td>Creating a democratic classroom atmosphere</td>
<td>4.34</td>
<td>0.77</td>
</tr>
<tr>
<td>Designing activities for students’ active participation</td>
<td>4.32</td>
<td>0.65</td>
</tr>
<tr>
<td>Giving clear explanations and instructions</td>
<td>4.22</td>
<td>0.70</td>
</tr>
<tr>
<td>Summarizing the topic</td>
<td>4.22</td>
<td>0.75</td>
</tr>
<tr>
<td>Communicating with students effectively</td>
<td>4.18</td>
<td>0.82</td>
</tr>
<tr>
<td>Giving examples about the topic</td>
<td>4.18</td>
<td>0.70</td>
</tr>
<tr>
<td>Taking students’ attention and increasing motivation</td>
<td>4.18</td>
<td>0.82</td>
</tr>
<tr>
<td>Eye contact</td>
<td>4.17</td>
<td>0.85</td>
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<tr>
<td>Leading into the topic effectively</td>
<td>4.17</td>
<td>0.76</td>
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<tr>
<td>Maintaining students’ participation to the course</td>
<td>4.05</td>
<td>0.63</td>
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<tr>
<td>Giving appropriate feedback</td>
<td>4.14</td>
<td>0.80</td>
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<tr>
<td>Ending the course in an appropriate manner</td>
<td>4.11</td>
<td>0.75</td>
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### Finding RQ1: Pre-service EFL teachers’ perceptions - Teaching competence (Cont’)

<table>
<thead>
<tr>
<th>Items</th>
<th>M</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>Organising the activities</td>
<td>4.11</td>
<td>0.79</td>
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<tr>
<td>Using body language effectively</td>
<td>4.08</td>
<td>0.91</td>
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<tr>
<td>Guiding students’ activities</td>
<td>4.07</td>
<td>0.80</td>
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<tr>
<td>Presenting the topic clearly</td>
<td>4.22</td>
<td>0.75</td>
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<tr>
<td>Using appropriate assessment tools</td>
<td>4.04</td>
<td>0.73</td>
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<td>Responding students’ questions adequately</td>
<td>4.04</td>
<td>0.71</td>
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<tr>
<td>Associating the topic with students’ previous learning</td>
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<td>0.80</td>
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<td>Carrying out an assessment according to the outcomes</td>
<td>4.01</td>
<td>0.73</td>
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<tr>
<td>Using tone of voice effectively</td>
<td>4.01</td>
<td>0.87</td>
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<tr>
<td>Using different teaching methods and techniques</td>
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<tr>
<td>Asking questions at students’ level</td>
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<td>0.83</td>
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<tr>
<td>Conducting the course according to the outcomes</td>
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<td>0.63</td>
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<tr>
<td>Asking challenging questions about the topic</td>
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<td>0.90</td>
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<tr>
<td>Making the learning permanent</td>
<td>3.87</td>
<td>0.74</td>
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<tr>
<td>Evaluating students’ tasks in a short time</td>
<td>3.85</td>
<td>0.80</td>
</tr>
<tr>
<td>Carrying out formative assessment</td>
<td>3.78</td>
<td>0.89</td>
</tr>
<tr>
<td>Using time efficiently</td>
<td>3.68</td>
<td>0.89</td>
</tr>
</tbody>
</table>
Findings RQ2

To what extent does English language teacher education program prepare pre-service EFL teachers for teaching?
Findings RQ2

Pre-service EFL teachers are good at:

- Using verbal language effectively.
- Organising learning environment according to the purpose.
- Stating aim and outcomes clearly.
- Listening to students with interest.
- Creating a democratic classroom atmosphere.

- Well-prepared and implemented programme.
- The impact of courses: Oral-skills and classroom management.
- Mostly prepares students’ for teaching.
Findings RQ2:

Weaknesses of pre-service teachers

Pre-service EFL teachers are less efficient at

- Using time efficiently.
- Carrying out formative assessment.
- Evaluating students’ tasks in a short time.
- Making the learning permanent.
- Asking challenging questions about the topic.

Language assessment (-)
Discussion

- The results are consistent with:
  - Coşkun and Oğlu (2010):
    - Pre-service: The programme requires changes with regards to pedagogical components.
  - Seferoğlu (2006):
    - Need for more micro-teaching and practice teaching.
    - Insufficient language assessment practice.
Conclusion

- Efficient in teaching practice:
  - E.g., stating aims-outcomes, oral-skills, communication and classroom management.

- Pre-service teachers’ real teaching competences should be considered:
  - To avoid misinterpreting the results.

- Weaknesses in the assessment of teaching practice!
**Pedagogical Implications**

- Consider pre-service teachers’ competences and teaching abilities.
- Limited assessment of pre-service teachers:
  - Limited hours and practice schools.
- More microteaching opportunities should be provided.
- Practice opportunities at various schools should be provided.
  - Should cover all levels (from primary to high school)
  - Both for observation and teaching.
- Seminars for in-service teachers:
  - In-service language teachers’ courses are not well-designed.
- Collaboration: lecturers, mentor teachers and teacher candidates:
  - May provide invaluable contributions to the ELTEP.
Pedagogical Implications and teacher education models

Consider them in the revision of ELTEP:

- **Weaknesses of:**
  - The apprentice-expert model
  - The rationalist model
  - The case studies model

- **Strengths of:**
  - The integrative model
Methodological Implications

- Further researchers are encouraged to consider the following limitations:
  - Small scale study, the results may not be generalizable.
  - Further research with larger samples.
  - Mixed research method for more reliable results.
Limitations

- Small scale study, the results may not be generalizable.
- Further research with larger samples.
- Mixed research method for more reliable results.
References


Thank you
for your interest and attendance!

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