



9TH INTERNATIONAL
ELT RESEARCH CONFERENCE

"INTERDISCIPLINARY APPROACHES: BEYOND THE BORDERS OF ELT METHODOLOGY"

Canakkale Onsekiz Mart University
Faculty of Education, ELT Department

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ÇANAKKALE-TURKEY

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

Veysel Emir Eke & Salim Razi
Canakkale Onsekiz Mart University, Turkey

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.



Previous relevant research:

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:

Razi & 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**
 - $N = 70$ ($n_{female} = 42, n_{male} = 28$) 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

<i>Items</i>	<i>M</i>	<i>SD</i>
Using verbal language effectively	4.87	0.92
Organising learning environment according to the purpose	4.71	0.92
Listening to students with interest	4.37	0.76
Creating a democratic classroom atmosphere	4.34	0.77
Designing activities for students' active participation	4.32	0.65
Giving clear explanations and instructions	4.22	0.70
Summarizing the topic	4.22	0.75
Communicating with students effectively	4.18	0.82
Giving examples about the topic	4.18	0.70
Taking students' attention and increasing motivation	4.18	0.82
Eye contact	4.17	0.85
Leading into the topic effectively	4.17	0.76
Maintaining students' participation to the course	4.05	0.63
Giving appropriate feedback	4.14	0.80
Ending the course in an appropriate manner	4.11	0.75



Finding RQ1: Pre-service EFL teachers' perceptions - Teaching competence (Cont')

<i>Items</i>	<i>M</i>	<i>SD</i>
Organising the activities	4.11	0.79
Using body language effectively	4.08	0.91
Guiding students' activities	4.07	0.80
Presenting the topic clearly	4.22	0.75
Using appropriate assessment tools	4.04	0.73
Responding students' questions adequately	4.04	0.71
Associating the topic with students' previous learning	4.04	0.80
Carrying out an assessment according to the outcomes	4.01	0.73
Using tone of voice effectively	4.01	0.87
Using different teaching methods and techniques	4.00	0.78
Asking questions at students' level	3.97	0.83
Conducting the course according to the outcomes	3.91	0.63
Asking challenging questions about the topic	3.90	0.90
Making the learning permanent	3.87	0.74
Evaluating students' tasks in a short time	3.85	0.80
Carrying out formative assessment	3.78	0.89
Using time efficiently	3.68	0.89



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 Daloğlu (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.



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Thank you
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