Analysis of Teacher Candidates' Learning Experiences in an "English Teaching Methods" Course

"İngilizce Öğretim Yöntemleri" Dersini Alan Öğretmen Adaylarının Öğrenme Deneyimlerinin İncelenmesi

Sumru AKCAN*

Boğaziçi Üniversitesi

Abstract

This study examines the learning experiences of non-native pre-service teachers in an English language teaching methods course. The study investigates the effect of the learning experiences used in the course on the teacher candidates' opinions about language teaching methodology. The course employed various modes of learning, including peer teaching, video recordings that exemplify language teaching methodologies, discussions, written reflections, and a paper in which the teacher candidates explained their philosophy of teaching. The data were collected from the responses of teacher candidates who took the course in the fall semester of 2008-2009 at an English-medium university in Istanbul. The findings reveal the ways in which the teacher candidates engaged in various learning experiences and developed a perspective of second language teaching methodologies. The article describes various learning experiences and includes some written responses of teacher candidates who took the course.

Keywords: Non-native pre-service English teachers, methods course, modes of learning, peer teaching, teaching philosophy

Öz

Bu çalışma, İngilizce öğretim yöntemleri dersinde anadili İngilizce olmayan öğretmen adaylarının öğrenme deneyimlerini incelemektedir. Çalışma, derste kullanılan öğrenme deneyimlerinin, öğretmen adaylarının dil öğretim yöntemleri hakkındaki görüşlerine olan etkisini araştırmaktadır. İngilizce öğretim yöntemleri dersi, akran öğretimi, yabancı dil öğretim yöntemlerini gösteren video kayıtları, tartışma oturumları, yazılı fikir paylaşımları ve öğretmen adaylarının öğretim felsefelerini açıkladığı raporlar gibi çeşitli öğrenme etkinliklerini kullanmıştır. Veriler, İstanbul'da bulunan ve eğitim dili İngilizce olan bir üniversitenin 2008-2009 akademik yılı güz döneminde dersi alan öğretmen adaylarının görüşlerinden derlenmiştir. Bulgular, öğretmen adaylarının çeşitli öğrenme deneyimlerine katılma yollarını ve ikinci dil öğretim yöntemlerine yönelik geliştirdikleri görüşleri açıklamaktadır. Makale, çeşitli öğrenim deneyimlerini betimlerken, dersi alan öğretmen adaylarının yazılı görüşlerini de içermektedir.

Anahtar Sözcükler: Anadili İngilizce olmayan İngilizce öğretmeni adayları, yöntem dersi, öğrenme biçimleri, akran öğretimi, öğretme felsefesi.

Introduction

The English language teaching profession is faced with increased demand for teachers but a shortage of qualified teachers. The Higher Education Council has allowed the number of students enrolled in English language teaching programmes to increase every year. Between the years of 2007-2009, enrolment in faculties of education has increased by almost 50% (Altan, 1998; Eşme, 2009).

The programmes and curricula of foreign language education departments all over Turkey

---

* Yrd. Doç. Dr. Sumru AKCAN, Boğaziçi University, Faculty of Education, Department of Foreign Language Education, Bebek, İstanbul, 34342, Turkey, akcans@boun.edu.tr.

are prepared by the Higher Education Council. In this centralized curricula, teacher candidates take courses on required topics (e.g., linguistics, second language acquisition, young learners, second language teaching methods, testing) and do their practice teaching in schools accredited by the Ministry of Education. Recent educational reform of the teacher education curricula was implemented throughout the country in the 1998-1999 academic year. The reform was intended to bring uniformity to teacher education in all the faculties of education in Turkey. A major feature of the renewed teacher education programme was greater emphasis on teaching methodology and teaching practice. Two "school experience" courses, in which students observe English lessons in schools, and the practice teaching course became standard (Higher Education Council, 1998; Şimşek & Yıldırım, 2001).

This study examines the experiences of pre-service English teachers in a second language methods course and shows how these experiences influenced their approach to language teaching. It illustrates how pre-service teachers engage in various learning modes and develop their teaching philosophies as a foundation for planning and teaching lessons in the future. Specifically, the research question for this study is, "How do the learning experiences used in a second language teaching methods course influence the teacher candidates' opinions on how to teach English?"

Learning to teach is a long-term, complex process that develops through active participation in the various social practices and contexts connected with learning and teaching (Freeman & Johnson, 1998). In the 1990s there was a shift from training that produces educational technicians to the sort of training that produces autonomous, reflective, informed decision-makers, empowered to shape instruction according to the needs of the learners. A teacher's knowledge about teaching is now regarded as a personalized, socially-constructed, experiential entity (Johnson, 1999; Johnson & Golombek, 2002), a view that allows teacher educators to acknowledge the experiences that pre-service teachers bring to their training and to help them construct and reconstruct their knowledge in context (Au, 1990; Sharkey, 2004). To help them become reflective practitioners, they should be encouraged to reflect from the beginning of the learning-to-teach process.

Reflective teaching enables teachers to make informed decisions and become confident in their actions. Through reflection they become self-critical and flexible; when necessary, they can change their behaviour (Farrell, 2007; Lee, 2007). Thus teachers who regularly reflect on their own teaching performance are likely to take responsibility for their actions. Accordingly, most reflective professional development activities are based on the idea that "teachers who engage in systematic reflection of their own teaching beliefs and practices will develop deeper insights, knowledge and strategies that will help them become better language teachers" (Farrell and Richards, 2007: 55). Richards and Lockhart (1994) and Richards (1990) emphasize that teachers should examine their attitudes, beliefs, and assumptions about the teaching. When their actions are guided by self-inquiry and critical reflection, teachers are less prone to rely on idiosyncratic intuitions and impulses in the classroom.

Professional development for second language teachers is a continuous process promoting intellectual and attitudinal growth. Reflective professional development is closely linked to reflective practice because teachers who examine their learning about teaching will better understand the processes of teaching and learning in their own and others' classrooms (Lange, 1990; Wajnryb, 1992). A reflective approach toward teacher education encourages teachers to take responsibility for their own professional growth and autonomy. It encourages individuality among teachers, enabling them to adopt and own their educational theories and practices (Calderhead & Gates, 1993).

In Kolb's (1984) experiential learning theory, learning is defined as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience"(p.41). Teachers need to create a conversational environment in which they can talk about their experiences as they transform experience into knowledge. They can do this by sharing experiences and reflecting on their

meaning (Kayes, Kayes and Kolb, 2005).

Schön (1983) also believes that the process of understanding and improving one's teaching comes from reflection on one's experience. According to Schön, "reflection-on-action" may occur before a lesson when teachers do their planning, and after instruction when they think about what happened in the lesson. Schön indicates that reflection can also occur during classroom instruction–"reflection-in-action." Then teachers identify problems as they occur; they monitor their students' reactions and make spur-of-the-moment adjustments to their teaching.

There have not been many studies investigating various aspects of language teaching methodology courses in teacher training programmes in Turkey. Göker (2006) conducted a study in which he investigated the impact of peer coaching on reflective teaching practice. Teacher candidates regularly observed one another and provided assistance and suggestions after each observation. Göker discovered that the teacher candidates reported a greater willingness to ask questions and express their opinions as a result of the feedback.

Observing in classrooms and practice teaching are essential components of any teacher training programme. However, the number of hours available for observation and teaching limits the preparation of teacher candidates (Ekmekçi, 1992). Seferoğlu (2006) conducted a study to explore teacher candidates' reflections on the methodology and practice teaching components of a pre-service English teacher education programme in Turkey. The teacher candidates believed that they had not had sufficient opportunities for micro-teaching and practice teaching. All teacher candidates agreed that the micro-teaching they performed as part of their methodology courses and their practice teaching in schools had the most beneficial effect on their preparation for the profession.

Teacher candidates need more time and opportunities to observe, teach, and reflect on their teaching performance. In recognition of this need, this study examines the learning experiences in a teaching methodology course offered in the third year of the English teacher preparation programme in a state university in Istanbul. Thus the study can contribute to an understanding of how teacher candidates in this particular context build their teaching philosophy from their learning experiences in a methodology course.

Methodology

The sample for the study comprised 36 teacher candidates taking the "English Teaching Methods" course during the academic year 2008-2009. Data were collected from (a) class observations, (b) semi-structured interviews, (c) teaching philosophy papers, and (d) artefacts, such as lesson plans and materials used in peer teaching sessions.

Research context: language teacher education programme

The study was conducted in the teacher education programme at an English-medium state university in Istanbul. The Department of Teaching English as a Foreign Language (TEFL) offers a four-year B.A. programme and M.A. and Ph.D. programmes in English language education. The requirement for admission is completion of Turkish secondary education (or corresponding study abroad) and a qualifying score on the national university entrance examination. Once admitted to the university, the teacher candidates are required to study English in the preparatory programme of the School of Foreign Languages, although they may be exempted by examination. When they have reached a qualifying level of proficiency in English, the teacher candidates become eligible to begin their studies in the teacher education programme.

Once in the English teacher education programme, the teacher candidates build a strong foundation in the language as they study linguistics, literature, and the methodology of teaching a foreign language. The programme qualifies them to teach English in Turkish schools at the primary and secondary levels and at higher education institutions. The basic undergraduate

programme comprises a series of professional courses that address methodological and pedagogical approaches to teaching English. They study theory and applied theory. Their courses cover the four main skills (listening, speaking, reading, and writing), grammar, phonology, first and second language acquisition, teaching young children, materials development, syllabus design, and language testing. They observe English teaching in various school settings and finally they do their practice teaching in one of the cooperating schools.

Second Language Teaching Methods Course: Purpose and Design

The Foreign Language Education Department offers a language teaching methods course in the third year of the undergraduate teacher education programme. It meets for three hours a week throughout a term of fourteen weeks. The purpose of the course is to familiarize pre-service English teachers with various language teaching methods and the theory underlying each method. The pre-service teachers are given opportunities to apply the methods in peer teaching sessions. This methods course is a general course required of all teacher candidates before they take more specific courses, such as how to teach listening and how to teach writing. The course is important because it provides a foundation of prior knowledge needed for mastery of the various language teaching methodologies (see Appendix 1 for the course syllabus).

The course syllabus includes reading materials that provide a historical introduction to language teaching methods such as the oral approach (e.g., Audiolingual and Direct Methods), the comprehension-based approach (e.g., Total Physical Response) the humanistic approach (e.g., Community Language Learning), the cognitive approach (e.g., Silent Way), and the communicative approach (e.g., Content-Based and Task-Based Language Instruction).

Principle objectives of the course expect each teacher candidate to learn (a) to identify and describe major trends in the historical development of language teaching, (b) to evaluate various approaches to language teaching, and (c) to formulate a rudimentary philosophy of teaching. Modes of teaching and learning include peer teaching, discussions of video recorded lessons about a particular method, writing about a philosophy of teaching, and an examination.

Discussion sessions compare and contrast various teaching methods according to their respective theory of language, theory of learning, instructional materials, role of the teacher, and role of the students during instruction. Course instructors organize the discussions around video recorded demonstration lessons that exemplify a particular method. Peer teaching requires the teacher candidates to try the various methods in the university classroom. At the beginning of each teaching episode, the "teacher" gives the course instructor a class profile (e.g., age and language level) and an outline of the lesson that he or she will teach. To conclude the course, candidates formulate their philosophy of teaching in an eight-to-ten-page paper stating their ideas and beliefs about teaching and learning. They also take a final examination in which they answer open-ended questions that invite critical evaluation of each teaching method.

Participants

During the academic year 2008-2009 there were two sections of the methods course, each taught by a different instructor, one of whom was the researcher, who had been teaching the course since 2002. The two instructors collaboratively prepared a common syllabus. Data for the study were collected in the section taught by the researcher. Close contact with the teacher candidates helped the researcher to understand and analyse their learning processes.

The teacher candidates are the graduates of Anatolian Teacher High schools. Their scores on the university entrance examination were in the top one per cent, which qualified them to enter the TEFL programme of this university. At the time of data collection process, they were all 21 or 22 years old, and most of them intended to become English teachers after graduation. Of the 36 teacher candidates, 30 were female and 6 were male. They had come from cities, towns, and villages all over Turkey. There were also four ERASMUS exchange students from Spain and Italy

in this section of the course.

Data Collection Instruments

The data were collected during the fall semester of 2008-2009. Methods included semi-structured interviews, classroom observations, evaluation of the teaching philosophy papers, and artefacts. Starting from the end of September of 2008, the researcher conducted systematic observations and took descriptive field notes in order to understand what was happening during each class period and the way the teacher candidates participated in the lessons. When each lesson ended, the researcher took her notes and elaborated on them in her researcher's log. Based on questions generated from the field notes and on-going dialogue during the lessons, she conducted interviews every other week in order to get the teacher candidates' opinions about their in-class learning experiences and how the lessons helped the teacher candidates benefit from the course materials. She used focus group interviews of 3 to 4 students. The interviews took 20-25 minutes, during which she asked their opinions about the method currently being studied and about methods they experienced during the peer teaching sessions.

To learn about the decisions and decision-making processes of the teacher candidates, the researcher also collected the lesson plans and materials used in the peer teaching sessions. The purpose of the philosophy of teaching assignment at the end of the course was to encourage the teacher candidates to review the content of the course and formulate the way in which they would prefer to teach. As such, the papers reflected their understanding of the various methods taught in the course.

Data analysis

The qualitative data, comprised of field notes, interview data, teaching philosophy papers, and artefacts (e.g., lesson plans and materials used during peer teaching), were analysed using inductive analysis procedures (Bogdan & Biklen, 1992; Denzin & Lincoln, 2000; Glaser & Strauss, 1967; Rossman & Rallis, 1998). After every three or four lessons, the researcher wrote conceptual memos to identify themes and begin to organize the data (Miles & Huberman, 1984). The main goal was to describe the learning contexts and the participants and then to analyse the data for recurring themes (Stake, 1995). These emerging themes represented the teacher candidates' perspectives on their learning experiences. Data from the various data sources were triangulated to reveal the impact of different modes of learning on the teacher candidates' pedagogical approaches to second language teaching.

In all, there were 21 hours of classroom observations (1.5 hours per week for 14 weeks); 2.8 hours of interviews (8 semi-structured interviews in groups of 3 to 4); and teaching philosophy papers (all about 8 pages long). The evaluation of teaching philosophy papers was based on the clarity and thoroughness with which the candidates explained how and why they would choose to employ any of the various teaching approaches they had studied. Qualitative analysis software (NVivo 8) was used to code and store the data. Figure 1 shows how many times the recurring patterns were coded within the data set.

Tree Nodes		
Name	**Sources**	**References**
⊟ Peer teaching & Video		
Strengths & Weaknesses	36	313
Awareness & Confidence	36	214
Potential in-class Probs	34	166
⊟ Discussion Topics		
Comparison of Methods	36	201
Qs about Suitability	34	151
⊟ T Candidates' Voices		
No 1 Best Method	34	193
Diverse S Needs	31	143
Authentic Communication	31	123

Figure 1.Distribution of Recurring Patterns in Data Sources

Findings of the Study

The role of the learning experiences used in the second language teaching methods course is explained based on the following themes: (1) being aware of the impact of peer teaching and video analysis sessions on candidates' understanding; (2) knowing the nature of discussion topics that affect candidates' comprehension and facilitate their critical thinking; and (3) helping teacher candidates to hear their own voices and become more self-confident. The subcategories in each theme are explained within each main category.

Being aware of the impact of peer teaching and video analysis sessions in promoting understanding. Classroom observations and responses during the interviews revealed that the teacher candidates were thinking critically about teaching and that their awareness of teaching methodologies was becoming more sophisticated. During the semester, each candidate was assigned a teaching method and required to use this method in an English lesson for classmates. After each peer teaching episode, the instructor and class discussed the strengths and limitations of the method and analysed the lesson based on its objectives and its appropriateness for the students' language level and likely level of interest. Then the class would watch a video-recorded lesson in which the same method was used, and this became a platform for further discussion. In this way, the candidates evaluated the utility of each method in some detail.

In various ways, they said that the peer teaching sessions were the most effective part of the course, because these sessions helped them to learn the theory and practice associated with each method. Some candidates expressed their feelings as follows:

"The video sessions and peer teaching were particularly useful in being able to visualize the different theories in practice. While I feel that discussions were a valuable part of the learning process, I took more from the peer teaching and video sessions as I have to be able to see it in order to truly understand it." (Sema, interview #4)

"Although we were just pretending as students to be thought (*sic*) during the peer teachings, sometimes we really enjoyed 'being small students' when the instruction was relevant, creative and enjoyable. Thanks to involving in the peer teachings, I had the chance to put myself into the shoes of my future students." (Burcu, philosophy of teaching paper #7)

"The peer teaching performances of both my own and the other students provided me with a broader view about what is to teach in a classroom with a specific methodology. It was the first time I felt like a professional teacher in my life, not because of classroom environment, but

because it was my first purposeful enterprise to deal with a language content and process it under a specific method. That enterprise also showed me how to get prepared for an instruction." (Ömer, philosophy of teaching paper #23)

In the interviews, the teacher candidates attributed their increasing confidence to the peer teaching sessions, which helped them to select teaching materials based on the learners' age, interests, and language level. The sessions enabled them to anticipate and create solutions for potential in-class problems. Teaching a foreign language other than English contributed to the realism, when the "students" (classmates) did not already know the language being taught. For instance, during the Audiolingual session, the class found it difficult to repeat sentences they did not understand well and had not heard before. At the end of that session, the class discussed the tediousness of repeating and memorizing language patterns. Below, a student teacher expresses her feelings about this issue:

"In the peer teachings the whole class was regarded as learners so with a piece of empathy we could at least guess whether the learner would learn something or not and how they would feel during the learning experience. In some peer teachings we even didn't need empathy as our friends tried to teach us languages we don't know. For example, we had a lesson in Russian for the Audiolingual Method or another in Italian for the Total Physical Response. After the lessons we had the opportunity of evaluating the efficiency of the method more accurately as we were real learners, not just pretenders. The class discussions we did after the peer teachings were also helpful as we could see what others think and the exchange of opinions helped us direct our attention on some points that may have been missed out by some of us." (Cansu, interview #5)

During the peer teaching and video sessions, the teacher candidates realized that making a presentation about language and teaching a language lesson are totally different activities. Some of the peer teaching sessions were delivered in a presentation format that failed to capture the "students'" attention. As a result, the candidates learned that to teach language meaningfully they have to elicit the participation and involvement of their students. One candidate made the following comment about her classmate Attila's talent for teaching:

"Atilla's peer teaching showed us that teaching is more than just getting prepared and presenting the material. Teachers should develop their simultaneous interaction skills and be ready to handle with the last minute upcoming (*sic*). Atilla was an example of those who have a natural ability and tendency for teaching. We all appreciated his inborn skill toward teaching and talked about that we all develop our teaching skills by experience, inborn tendency is not a prerequisite for teaching. Dedication and hard-work with emotional appreciation may foster one's teaching skills." (Merve, philosophy of teaching paper #6)

Some candidates discovered that they had prepared materials that were too simple or too advanced for their students. Such miscalculations when planning reinforced the importance of materials: the selection or preparation of materials that are just right for the students' proficiency level--and then the effective use of materials during the lesson.

Other candidates doing their peer teaching later in the semester prepared lessons that combined learner-centred methods with differentiated tasks to meet the diverse needs of students. By the end of the semester, a more integrated approach to language teaching had evolved, combining task-based language instruction, multiple intelligence theory, and cooperative learning, which led to language interaction in meaningful contexts.

The nature of discussion topics that facilitate critical thinking. After each peer teaching session and video, with the guidance of the instructor, the teacher candidates engaged in a discussion of issues related to various language teaching methodologies. They shared their ideas about the relationship of theory to practice and their opinions about the strengths and weaknesses of each method. These discussions allowed them to analyse strategies associated with the various methods and to raise questions about specific techniques. For example, "How can role-playing be used in ALM, CLT, and Desuggestopedia?" "What are different ways and purposes of using

'repetition' in the Natural Approach, ALM, and Content-Based Language Instruction?" As they imagined themselves using each method, they considered the challenges they might encounter in local schools while teaching three hours of English a week in crowded classrooms.

Throughout these discussions, the instructor encouraged the candidates to compare methods along the lines of curricular integration, learner autonomy, role of the teacher, teaching techniques, focus on meaning, types of interaction, assessment methods and instruments, and types of instructional materials. They reported that the discussions enabled them to understand and differentiate the various methods.

"During classes, by reflecting on the past methods we learned and constant comparison of previous ones with current ones let me reach a more clarified view about the distinctions and drawbacks of each. As a consequence, I managed to come up with a clear and precise idea about my own way of teaching English." (Günce, philosophy of teaching paper #13)

"It might have been nice though to think about second/foreign language teaching methodology more specifically with respect to Turkey. As most, if not all of us plan on teaching in Turkey, I would have liked for the theories to be discussed more specifically with regards to teaching in Turkey. We did discuss the paradigm shift with regards to Turkey; that was one of the most interesting discussions for me." (Elif, philosophy of teaching paper #19)

Teacher candidates' voices while establishing their teaching philosophy. At the end of the course, the candidates were expected to write about their own teaching philosophy, citing evidence from what they had read, experienced, and discussed in the course. They later said that this assignment forced them to evaluate each teaching method from the viewpoint of their personal beliefs as they formulated their preferred approach to the teaching of English as a foreign language. Understandably, they came to a conclusion that there is no single best method.

"There is no one best method. I have come to the conclusion that a teacher needs to keep an open mind about the different teaching methods and techniques. I believe that as I gain more knowledge and experience in teaching English as a foreign language, my teaching philosophy will continue to evolve for the better." (Fatma, philosophy of teaching paper #3)

"Being able to see all the methods, techniques and strategies both in text then applied in peer-teaching and in video sessions were very effective in providing me with the insight I need as a teacher … Moreover, I got the idea that there is no one best method of language teaching and we have to be open to new techniques and methods … I see this course as a first step to being a teacher i.e. to establish the theoretical background before going up all the stairs till being ready to teach a real classroom." (Özge, philosophy of teaching paper #32)

They also acknowledged the importance of preparing lessons based on the students' needs, interest, and ability levels.

"We should understand our students' needs and their learning styles and our classes should be determined according to these needs … our students' success or failure are determined our approach towards them and teaching." (Ahmet, philosophy of teaching paper #11)

"As a future teacher, I would make sure to always treat the students as unique individuals, each with their own strengths, weakness, and qualities to bring to the table, rather than viewing them as a collective group of identical learners with identical needs." (Şenay, philosophy of teaching paper #5)

At the end of the course, they understood that authentic communication is a crucial element for effective language teaching and learning. A majority raised this issue in their teaching philosophy papers.

"Methods asserting that language is for communication appeal to me most. I know that these approaches are very demanding for the teacher, because the teacher himself should be very competent with the target language to teach learners to communicate in it. However, with some effort, I can manage it as a future teacher." (Suna, philosophy of teaching paper #34)

Thus the methods course heightened the candidates' awareness and appreciation of various teaching methodologies. They preferred those that produce more interactive classes, learner involvement, meaningful and purposeful language, and differentiation to meet the needs of diverse learners at different levels of ability and proficiency.

Discussion

As a result of learning activities in the methods course, which encouraged systematic reflection on their experiences, the teacher candidates improved their understanding and appreciation of various language teaching methodologies. Their involvement in the discussion sessions and their assertiveness in the teaching philosophy papers showed that they were growing more confident in their knowledge. They were learning to discriminate and make reasoned judgments about the methods and materials they would use when teaching English as a foreign language in the local context. By the end of the course, they had become familiar with teaching techniques appropriate for different levels of EFL classes and diverse language learners, and they understood that the way in which teaching techniques are applied (e.g., role-playing, use of visual aids) might vary with the teaching methodology in use at the time.

When reflection is built into the training process, prospective teachers are encouraged to adopt the reflective approach to their own teaching when they become fully fledged EFL teachers. As Wallace (2001) puts it, the aim is to create conditions "so that the trainee can reflect on the received knowledge in light of classroom experience and so that classroom experience can feedback into the received knowledge sessions" (p. 55).

Reflection in the context of this course generally took place after the teacher candidates had finished their peer-teaching sessions. While these sessions were an effective and necessary feature of the course, it is worth noting that peer teaching is simulated teaching and is not intended to replace the experience of teaching real students in schools. Hence these candidate teachers in their senior year would do their practice teaching in schools and have their chance to try their teaching skills in real classrooms.

Creating interactive and reflective learning contexts in which teacher candidates regularly teach and evaluate their teaching performances in methodology courses is a useful and valuable practice. Within the scope of these courses, teacher candidates should be given opportunities to reflect critically about teaching methods in the light of observations, analysis, and interpretation done in the course. They will then have an opportunity to adapt and implement their emerging philosophy of teaching when doing their practice teaching in real classrooms.

Conclusion

The learner-centred, communicative methodologies taught in this course are likely to be different from the methodology the teacher candidates experienced when learning English in high school. Teacher educators in English teacher education programmes are now expected to help pre-service teachers develop awareness and attitude to change or reconstruct acquired knowledge and skills (Freeman, 1989; Gebhard & Oprandy, 1999, Johnson, 1999). Thus teacher educators must plan and implement the experiences necessary to start their fledgling teachers on a course of "reflection, critique, and refinement" (Freeman, 1989; p.40) so that they can become effective practitioners (Gebhard, 2005).

In the field of teacher education, the practicum is usually considered to be crucial, and all other training activities to be a preparation for it. It would be such a valuable contribution to the field if research could help us learn the extent to which teacher candidates transfer the knowledge and skills they have acquired in the university to their practice teaching in schools. There is also a need to investigate the experiences and practices of novice English teachers after

they have completed their language teaching programmes and entered the workplace. And from the vantage of hindsight, it would be useful to investigate their insights and recommendations for teacher training after they have begun to teach.

References

Altan, M.Z. (1998). A call for change and pedagogy: A critical analysis of teacher education in Turkey. European Journal of Education, 33(4), 407-417.

Au, K. H. (1990). Changing in a teacher's views of interactive comprehension instruction. In L.C. Moll (Ed.), Vygotsky and education: Instructional implications and applications of sociohistorical psychology (pp. 271-286). New York: Cambridge University Press.

Denzin, N. & Lincoln, Y. (2000). Handbook of qualitative research (Second Edition). Thousand Oaks, CA: Sage.

Ekmekçi, Ö. (1992). Problems encountered in teacher training sessions for teacher training programmes. In Tradition and innovation: ELT and teacher training in the 1990s (vol. 2). Ankara: Hacettepe University & the British Council.

Eşme, İ. (2009). Öğretmen Yetiştirmede Geri Adımlar. Online Rapor. At URL: http://yunus.hacettepe.edu.tr/cakmakci/esme.pdf

Farrell, C. S. T. (2007). Reflective language teaching: From research to practice. New York: Continuum.

Farrell, T. S. C. & Richards, J. C. (2007). Teachers' language proficiency. In T. S. C. Farrell (ed.), Reflective language teaching: From research to practice. Continuum: London, 55-66.

Freeman, D. (1989). Teacher training, development, and decision making: A model teaching and related strategies for language teacher education. TESOL Quarterly, 23(1), 27-45.

Freeman, D. & Johnson, K.E. (1998). Reconceptualizing the knowledge-base of language teacher education. TESOL Quarterly, 32(3), 397-417.

Gebhard, J. G. (2005). Teacher development through exploration: Principles and activities. TESL-EJ, (10) 4.

Gebhard, J. G. & Oprandy, R. (1999). Language teaching awareness: A guide to exploring beliefs and practices. New York: Cambridge University Press.

Göker, D. S. (2006). Impact of peer coaching on self-efficacy and instructional skills in TEFL teacher education. System, 34(2), 239-254.

Johnson, K. E. (1999). Understanding language teaching: Reasoning in action. Boston, MA: Heinle & Heinle.

Johnson, K. E. & Golombek, P. R. (Eds.) (2002). Teachers' narrative inquiry as professional development. New York: Cambridge University Press.

Kayes, A. B., Kayes, C. & Kolb, D. A. (2005). Experiential learning in teams. Simulation and Gaming, 36, 330-354.

Kolb, D. A. (1984). Experiential Learning: Experience as the Source of Learning and Development. Englewood Ciffs, NJ: Prentice Hall.

Lange, D. (1990). A blueprint for a teacher development program. In J. C. Richards and D. Nunan (eds.), Second Language Teacher Education (pp. 245-268). New York: Cambridge University Press.

Lee, I. (2007). Preparing pre-service English teachers for reflective practice. ELT Journal 61(4), 321-329.

Richards, J. C. (1990). Beyond training: Approaches to teacher education in language teaching.

Language Teacher 14, 3-8.

Richards, J. C. & Lockhart, C. (1994). Reflective teaching. New York: Cambridge University Press.

Rossman, G. & Ellis, S. (1998). Learning in the field: An introduction to qualitative research. Thousand Oaks, CA: Sage.

Schön, D. A. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books.

Schön, D. A. (1987). Educating the reflective practitioner: Towards a new design for teaching and learning in the profession. San Francisco: Jossey-Bass.

Seferoğlu, G. (2006). Teacher candidates' reflections on some components of a pre-service English teacher education programme in Turkey. Journal of Education for Teaching, 32(4), 369-378.

Sharkey, J. (2004). ESOL teachers' knowledge of context as critical mediator in curriculum development. TESOL Quarterly, 38(2), 279-299.

Stake, R. (1995). The art of case study research. Thousand Oaks, CA: Sage.

Şimşek, H., & Yıldırım, A. (2001). The reform of pre-service teacher education in Turkey. In R.G. Sultana (Ed.), Challenge and change in the Euro-Mediterranean region: Case studies in educational innovation. New York: Peter Lang Inc.

Wallace, M. J. (2001).   Training foreign language teachers: A reflective approach. Cambridge: Cambridge University Press.

Wajnryb, R. (1992). Classroom observation tasks. Cambridge: Cambridge University Press.

Yüksek Öğretim Kurulu (1998). Eğitim fakültelerinin yeniden yapılandırılması. Ankara, Yüksek Öğretim Kurulu.

Appendix 1. Course Syllabus

Course Description: The primary purpose of this course is to familiarize students with language teaching methods. The theory and practice underlying each method will be discussed and students will gain experience in applying these methods through peer teaching. Students will engage in reflective analysis and self-evaluation, and become more aware of their teaching styles and approaches.

References for the Reading Package in the Course Syllabus

Akcan, S. (2004). Teaching methodology in a first-grade French immersion class. Bilingual Research Journal, (28)2, 267-277.

Akcan, S. (2005). Supporting oral second language use: A learning experience in a first grade German immersion class. Early Childhood Education Journal, (32) 6, 359-364.

Brown, H. D. (1994). Teaching by principles. Prentice Hall Regents.

Celce-Murcia, M. (2001). Teaching English as a second or foreign language. Heinle & Heinle.

Ellis, R. (1990). Instructed second language acquisition. Cambridge: Basil Blackwell.

Jacobs, G. M., Power, M. A., & Inn, L.W. (2002). The teacher's sourcebook for cooperative learning. California: Corwin Press, Inc.

Kessler, C. (Ed.). (1992). Cooperative language learning: A teacher's resource book. Prentice Hall Regents.

Krashen, S. D. (1982). Principles and practice in second language acquisition. Oxford: Pergamon Press.

Krashen, S. D., & Terrel, T. D. (1983). The natural approach: Language acquisition in the classroom. Hayward, C.A.: The Alemony Press.

Kumaravadivelu, B. (2006). Understanding language teaching: From method to postmethod. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Larsen-Freeman, D. (2003). Techniques and principles in language teaching. Oxford: Oxford University Press.

McCafferty, S.G., Jacobs, G.M., & Dassilva-Iddings, A.C. (2006). Cooperative learning and second language teaching. New York: Cambridge University Press.

Mukalel, J.C. (2007). Approaches to English language teaching. Danja Ganj, New Delhi: Discovery Publishing House.

Richards. J. C., & Rodgers, T. S. (1986). Approaches and methods in language teaching: A description and analysis. Cambridge: Cambridge University Press.

Stern, H. H. (1987). Fundamental concepts of language teaching. Oxford: Oxford University Press.

Course Schedule

Week 1: (Sept. 28-Oct 2)

Orientation to Course: Organization and Discussion

Week 2: (Oct.5-9)

An Overview: The History of Language Teaching

Richards & Rodgers, Ch. 1: A Brief History of Language Teaching

The Nature of Approaches and Methods in Language Teaching

Celce-Murcia, M. (ed) (2001). Language teaching approaches: An overview. In Teaching English as a Second or Foreign Language (3-11). Heinle & Heinle.

Week 3: (Oct. 12-16)

Techniques and Principles in Language Teaching

• 	Larsen-Freeman, Ch. 2: The Grammar Translation Method

• 	Larsen-Freeman, Ch. 3: The Direct Method

Peer Teaching & Discussion

Week 4: (Oct. 19-23)

The Audiolingual Method

• 	Larsen-Freeman, Ch. 4

• 	Richards & Rodgers, Ch. 4

Peer Teaching & Discussion

The Total Physical Response

• 	Larsen-Freeman, Ch. 8

• 	Richards & Rodgers, Ch. 6

Peer Teaching & Discussio

Week 5: (Oct. 26-30)

Community Language Learning

• 	Larsen-Freeman, Ch. 7

• 	Richards & Rodgers, Ch. 8

Peer Teaching & Discussion

Week 6: (Nov.2-6)

The Natural Approach

- Krashen & Terrel, Chs. 1 and 3

- Richards & Rodgers, Ch. 9

Peer Teaching & Discussion

Week 7: (Nov. 9-13)

Desuggestopedia

- Larsen-Freeman, Ch. 6

- Richards & Rodgers, Ch. 10

Peer Teaching & Discussion

Week 8: (Nov. 16-20)

The Communicative Language Teaching

- Larsen-Freeman, Ch. 9

- Richards & Rodgers, Ch. 5

- Thompson, G. (1996). Some misconceptions about communicative language teaching. ELT Journal, 50(1), 9-15.

- Hoa Hiep, P. (2007). Communicative language teaching: unity within diversity. ELT Journal, 61(3), 193-201.

- Nazari, A. (2007). EFL teachers' perception of the concept of the communicative competence. ELT Journal, 61(3), 202-210.

Peer Teaching & Discussion

Week 9: (Nov. 23-27)

Content-based, Task-based, and Participatory Approaches

- Larsen-Freeman, Ch. 10

Snow, A. M. (2001). Content-based and immersion models for second and foreign language teaching. In M. Celce-Murcia (ed.), Teaching English as a Second or Foreign Language (303-318). Heinle & Heinle.

Stoller, L. F., & Grabe, F. (1997). A Six-T's Approach to Content-Based Instruction.

Akcan, S. (2004). Teaching Methodology in a First-Grade French Immersion Class. Bilingual Research Journal, (28)2, 267-277.

Peer Teaching & Discussion

Week 10: (Dec. 1-4)

Content-based, Task-based, and Participatory Approaches (Cont.)

Akcan, S. (2005). Supporting Oral Second Language Use: A Learning Experience in a First Grade German Immersion Class. Early Childhood Education Journal, (32), 6, 359-364.

Peer Teaching & Discussion

Week 11: (Dec. 7-11)

Learning Strategy Training, Cooperative Learning, and Multiple Intelligences

- Larsen-Freeman, Ch. 11

Olsen, R. E., & Kagan, S. (1992). About cooperative learning. In C. Kessler (ed.), Cooperative language learning: A teacher's resource book (1-30). Prentice Hall.

Coelho, E. (1992). Cooperative learning: Foundation for a communicative curriculum. In C.

Kessler (ed.), Cooperative language learning: A teacher's resource book (31-49). Prentice Hall.

Peer Teaching & Discussion

Week 12: (Dec. 14-18)

Learning Strategy Training, Cooperative Learning, and Multiple Intelligences
 (Cont.)

- Jacobs, M. G., Power,A. M.,& Inn, L. W. Chs. 5, 6

Peer Teaching & Discussion

Week 13: (Dec. 21-25)

Comparing and Evaluating Methods

Larsen-Freeman, Ch. 12

Prabhu, N. S. (1990). There is no best method-why? TESOL Quarterly, 24(2), 161-176.

Week 14: (Dec. 28-31)

Revision