

**THE PERSPECTIVES OF BOTH  
PRE-SERVICE TEACHERS AND THEIR  
EDUCATORS ON EFL TEACHER EDUCATION  
PROGRAMS IN TURKEY**

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**Abstract**

The fact that teacher education programs need a systematic evaluation has been emphasised by many researchers. The present study aims to investigate the pre-service EFL teachers' views on EFL teacher education programs they attend in Turkey and their instructors by means of Peacock's (2009) recent evaluation model. This study is based on the data collected from fourth graders ELT department students and their instructors via questionnaires and interviews. The questionnaire used in the present study is based upon Peacock's (2009) evaluation framework and the interviews included structured questions. The results obtained through data collection tools revealed that the pre-service EFL teachers had a strong agreement in general with the program they were attending. However, the programs were stated to have some shortcomings such as lack of enough opportunity to practice, less focus on improving speaking skills etc. and some suggestions were put forward to be taken into consideration to overcome those shortcomings.

**Keywords:** *EFL teacher education, evaluation of teacher education programs, Peacock's evaluation model of teacher education programs.*

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## **1. INTRODUCTION**

English language teachers are at the center of the enterprise to promote social and economic development (Burns & Richard, 2009); therefore, training those teachers has drawn great attention as a result of explosion in language teaching (Day, 1991; Wallace, 1991). The evaluation of language teacher education programs is regarded as the starting point that paves the way for professionalization of the field of ELT (Coskun&Daloglu, 2010; Peacock, 2009).

The significance of program evaluation is stressed by many researchers (i.e. Reid, 1996; Richards, 1990; Wallace, 1991) and Rea-Dickins&Germaine even (1998) focus on placing systematic evaluation at the heart of a program to draw attention to the importance of it in the field of pre-service language teacher education. Paying attention to the fact that training well-educated and qualified teachers is a need for addressing to the rapidly changing and developing information context, Guven, Kurum&Saglam (2012) claim that “teachers are the important components of education and the more conscious and effective they are trained, the more they could train the individuals who own the future, search, think, question, produce and learn lifelong” (p.113). Besides, Thomas and Loadman (2001) put forward that “good methodologically solid useful teacher education programme evaluations are needed across the country if future teachers are to be well prepared” (p.204).

Being a recent area of research in contrast to other teacher education programs (Day, 1991), the evaluation of English language teacher education programs has not been a topic of discussion that has been researched in detail so far (Coskun&Daloglu, 2010; Peacock, 2009; Seferoglu, 2006; Weir &Roberts, 1994). However, there have been a few studies carried out in different parts of the world pertaining the evaluation of English language teacher education programs.

Emphasising the need for an evaluation procedure for foreign language teacher training programs via using feedback from students, teachers and others, Peacock (2009) suggested a new procedure for EFL teacher education programs by focusing upon the strengths, weaknesses and capacity to meet the needs of student teachers. This study revealed that the TEFL program were strong in terms of teaching pedagogical skills, promoting self-evaluation and reflection but lacked enough practice teaching and knowledge about classroom management and local sociocultural context.

Based upon the claim that a hybrid evaluation approach facilitates triangulation which in turn leads to the trustworthiness in terms of the data, Minott and Young (2009) attempted to reveal the benefits of using a hybrid evaluation approach. The idea of hybrid evaluation approach led them to use reflective journaling and evaluative survey as sources of teacher education program evaluation. Through this study, they suggest that journaling supported participants in terms of carrying out in-depth ‘thinking about’, and formulating written perceptions of different aspects of the program that they were attending. The strength of the hybrid evaluation approach is also revealed to rest in the combined and simultaneous use of both components in a single process of program evaluation.

Apart from the studies carried out in different education contexts around the world, there have been a few studies concerning the evaluation of ELT teacher education programs in

Turkey. Before presenting studies conducted in this sense, it is inevitable to give a brief information about the context of EFL teacher education programs in Turkey.

In Turkey, education faculties of universities are responsible for training teachers under the governance of Higher Education Council (HEC) that deals with the organization, planning, and supervision of all higher education institutions (Coskun & Daloglu, 2010). The program of every department at education faculties is under the control of HEC which has the authority to make reforms or regulations when necessary. The recent English language teacher training program in Turkey has been put into practice since 2006-2007 academic year with the aim of having common standards that would respond to requirements of teaching process. That recent program depends upon Common European Framework of Reference for Languages (CEF) and it has been arranged within the framework of European Portfolio for Student Teachers of Languages (EPOSTL) by paying attention to the requirements of teacher training programs and faculties of education (Cosgun-Ogeyik, 2009). Before the recent reform, Erozan (2005) carried out a study to evaluate the courses related to language improvement in the pre-service English language teacher training program of a Turkish university and revealed that the language improvement courses were effective in general although some recommendations were suggested by the participants in terms of the context. Those recommendations generally were concerned with being provided more practice in terms of teaching activities, micro-teaching and language improvement courses. Similarly, Seferoglu (2006) conducted a case study with pre-service English language teachers that explored their reflections on the methodology and practice components of the English teacher training program in Turkey. The pre-service English language teachers held the belief that there was not a close connection between course materials and teaching practice in real classrooms, and they complained about the lack of enough time and opportunities for micro-teaching and teaching practice.

The recent EFL teacher education program employed since 2006-2008 has not been investigated in detail from different aspects. Except for a few studies, not much has been searched on evaluation of that program. The study by Salli-Copur (2008) aimed to find out to what extent the graduates of an ELT program in a Turkish university felt themselves as being competent English language teachers and how successful they find the content of that program. The study suggested that the graduates of that ELT program felt themselves to be competent in most of the areas described by HEC despite that fact that they drew attention to the necessity of improvement in language knowledge, speaking skills, assessment and evaluation, classroom management and classroom teaching practice.

The point of language improvement courses in English language teacher training curriculum was investigated by Cosgun-Ogeyik (2009) via a survey with senior ELT trainees in a Turkish university. The findings revealed that the participants found the program in implementation consistent with their expectations and sufficient for teaching profession. However, they suggested that the program did not involve culture-specific courses. In a recent research, Cosgun& Daloglu (2010) aimed to reveal the components of an ELT program in Turkey that require improvement and/or maintenance by using Peacock's (2009) evaluation model. They found that pedagogic side of the program was not considered to be strong and did not provide enough opportunity to practice classroom teaching. The participants also drew attention to the need of having a course in which they could reflect upon their school experiences to get feedback from their friends, mentors and instructors. Calling for more research to be conducted in Turkish context, this study claims that increasing the quality of future English language teachers depends

upon the understanding of contextual factors that influence the program and its components.

Moreover, Peacock's (2009) evaluation framework provided a basis for another study with fourth graders and teacher trainers with the aim of exploring their beliefs on the current English Language Teacher Education Program (ELTEP) in Turkey (Salihoglu, 2012). The findings suggest that student teachers feel that the program is satisfactory although the practice, needs and language proficiency components are reported to be a bit problematic. On the other hand, Hismanoglu (2012) benefited from a program evaluation instrument with the aim of eliciting EFL student teachers' opinions about the current ELTEP. The student teachers attending the study suggested that the program was clear, student-centered and compatible with their development levels and could meet their needs to a great extent. Besides, the program was reported not to develop higher level thinking skills such as creative thinking, critical thinking and problem-solving skills at a desired level. Apart from these studies, Yavuz and Topkaya (2013) carried out qualitative study which focused upon teacher trainers' evaluation of the current program by comparing it with the 1998 ELTEP. Results indicated that the teacher educators had some concerns related to the sequence, content, structure, procedure and removal of courses.

Bearing the importance of program evaluation for increasing the quality of EFL teaching in mind, the present study aims to investigate the pre-service EFL teachers' views on EFL teacher education programs they attend in Turkey and their instructors by means of Peacock's (2009) recent evaluation model. The research questions that provided the basis for the present study are;

1. To what extent are pre-service EFL teachers in agreement with the EFL teacher education program they attend?
2. What do teacher educators think about whether teacher education programs meet the needs of students?
3. What do pre-service teachers and their educators think about whether the program they attend needs any improvement in its content? If any, what kind of changes should be made?
4. What are the ideas of pre-service teachers on how to compensate for the inadequateness of the program in their future teaching process?

## **2. METHOD**

### **2.1. Participants**

The present study has been conducted with one hundred forty pre-service EFL teachers who were fourth grade students of four ELT departments in Turkey and with four instructors at those departments. The participants were chosen according to convenience sampling method. The age and gender related factors were not taken into consideration while conducting this research.

The departments to be evaluated within this study have employed the recent EFL teacher training program. The curriculums of those four ELT departments differ from each other in terms of a few elective courses although they share similarities in majority of basic courses that are to be included according to recent EFL teacher education model of HEC.

## **2.2. Instruments**

The questionnaire used in the study was a five point likert-type scale (Peacock, 2009) which consisted of twenty two items asking students to what extent they agree or disagree. The questionnaire was directed to the participants in English. One hundred and forty pre-service EFL teachers were asked to state their opinions on the items without writing their names. After responding to that questionnaire, all the pre-service EFL teachers were given another paper which included three open-ended questions asking them to state their opinions about the EFL teacher education program they were attending at the time. The interview questions were in English, too. Following that, four instructors working at EFL teacher education programs in Turkey were interviewed by making use of some questions that had been previously prepared by the researcher according to research context. The instructors were asked to state their opinions on the current EFL teacher education program they were conducting.

## **2.3. Data Analysis**

The data collected through questionnaire from pre-service EFL teachers were analysed via SPSS 20. On the other hand, the analysis of open-ended questions directed to pre-service EFL teachers and interviews with instructors were made through content analysis. The content analysis involved going in more detail by scanning the content of the data and identifying recursive expressions. Upon this, the emerging categories were designated and were labelled in order to detect new arising themes sub themes. Finally, all the verbal data were interpreted and displayed in tables with percentages and frequencies.

## **3. RESULTS**

The data collected with the help of questionnaire and interviews were analysed and presented under three headings below.

### **3.1. Results of the EFL Teacher Education Program Evaluation Questionnaire Supported with Interviews with Instructors**

The data collected through questionnaire showed that the pre-service teachers attending EFL teacher education programs at four universities of Turkey had a strong agreement with the program in general. As can be seen in Table 1, the item 1 which states that the program has good linkage between different courses attracted the highest level of agreement.

The highest level of agreement is followed by items 11, 16, 8, 12, 9, 14, 10, 17 and 20. The items 11 and 16 were found to show the same level of agreement among pre-service EFL teachers. 70 % of those pre-service EFL teachers held the belief that the program taught them how to teach English and increased their powers of self-evaluation. Similarly, 69 % of the pre-service teachers suggested that the program encouraged them to be reflective, which shared a similar agreement level in previous studies conducted on the issue (Cosgun&Daloglu, 2010; Peacock, 2009).

Besides, 68 % of the pre-service EFL teachers agreed with the item 12 stating that the program taught them how to evaluate themselves as a teacher, and 67 % of them stated that the program promoted flexibility in using different teaching practices for different situations and taught them how to use foreign language teaching materials. The items 10, 17, and 20 showed the same level of agreement as 66 % of pre-service EFL teachers

agreed with that the program balanced teacher-centred and student-centred learning on its courses, taught them foreign language testing and evaluation skills, and lastly it prepared them to teach English in the classroom. Apart from those items, a higher level of agreement (64 %) can be seen for item 7 stating that the program encouraged them to reflect on their past experiences as a language learner.

**Table 1. Percentages of Pre-service EFL Teachers' Level of Agreement with the Items**

<b>Item No</b>	<b>The EFL teacher education program</b>	<b>Strongly agree/Agree (%)</b>	<b>Uncertain (%)</b>	<b>Disagree/Strongly Disagree (%)</b>
1	"The program has good linkage between different courses"	71.4	14.2	14.2
2	"The program avoids overlapping information between different courses"	41.4	37.1	21.4
3	"It gave me adequate training in English".	53.5	22.1	24.2
4	"It gave me adequate training in teaching language skills".	54.2	22.8	22.8
5	"It gave me adequate training for the needs of the local context (Turkey)".	54.2	27.8	17.8
6	"It is up-to-date".	49.2	34.2	16.4
7	"It encouraged me to reflect on my past experiences as a language learner".	64.2	21.4	14.2
8	"It encouraged me to be a reflective language teacher (when I start teaching)".	69.2	20.7	10
9	"It promotes flexibility in using different teaching practices for different situations".	67.8	25	7.1
10	"It balances teacher-centred and student-centred learning on its courses".	66.4	17.8	15.7
11	"It taught me how to teach English".	70	20	10
12	"It taught me how to evaluate myself as a teacher".	68.5	21.4	10
13	"It taught me classroom management skills".	61.4	23.5	15
14	"It taught me how to use foreign language teaching materials".	67.8	22.8	9.2
15	"It taught me how to adapt foreign language teaching materials".	62.8	21.4	15.7
16	"It increased my powers of self-evaluation".	70	18.5	11.4
17	"It taught me foreign	66.4	22.1	11.4

	language testing and evaluation skills”.			
18	“It is relevant to my needs”.	51.4	31.4	17.1
19	“It has a good balance between the teaching of English, teaching skills, and classroom management skills”.	54.2	32.1	13.5
20	“It prepared me to teach English in the classroom”.	66.4	22.1	11.4
21	“It met my needs”.	53.5	23.5	22.8
22	“By the end of this program, I will be ready to teach English”.	62.1	25.7	12.1

Table 1 also suggests that the pre-service EFL teachers had a strong agreement with items 15, 22, 13 suggesting that the program taught them how to adapt foreign language teaching materials, and classroom management skills. Also, 62 % of those pre-service teachers were of the opinion that they would be ready to teach English by the end of that program. The items 4, 5, and 19 can be seen to share the same level of agreement which suggests that 54 % of the pre-service teachers thought that the program gave them adequate training in teaching language skills, for the needs of the local context, and it had a good balance between teaching English, teaching skills and classroom management skills. The items 3 and 21 also were observed to have the same level of agreement. 53 % of the pre-service teachers thought that the program gave them adequate training in English and it met their needs. Even though it is not as high as the other items, a high level of agreement can be seen in item 18 as 51 % of the pre-service teachers were observed to believe that the program was relevant to their needs. On the issue of meeting needs of pre-service language teachers, the instructors were asked to state their opinions and they pointed out that the program would meet the needs of their students in their teaching process. However, they also highlighted that it was impossible for a program to meet all needs of their students when they started teaching. One of the instructors commented on this issue as following:

"Giving answer as 'yes' or 'no' to this question is not easy because we cannot exactly know what kind of populations, environments, situations etc. our student-teachers will be encountering as teachers in the future. What we do here is to try to prepare our students for a so called 'general' situation. We talk about the theory behind how to teach things, what is better to do under certain circumstances, how to foster our learning teaching situation and the like. However, we cannot guarantee that we are training teachers in a way to meet their specific needs of the future".

The instructors were also asked whether the program they were conducting would meet the needs of their students no matter what institution (HEC, universities, private courses) and what groups of learners (i.e. young learners, adult learners etc.) they would work with. One of the instructors stated her opinions on this issue as follows:

"In fact it does. We have skills teaching courses for two semesters. In this course, students are expected to be trained to teach teenage and adult learners. However, I do not know why teacher who teach these courses deal

with young learner issues although we already have 'Teaching English to Young Learners' courses".

On the other hand, item 2 were found to attract the lowest level of agreement because only 41 % of the pre-service EFL teachers thought that the program avoided overlapping information between different courses, which had a similar result in previous study of Cosgun&Daloglu (2010).

**3.2. Results of the Open-Ended Questions Supported with Interviews with Instructors**

The data concerning the open-ended questions directed to the pre-service EFL teachers and interviews conducted with four instructors provided a different perspective on the EFL teacher education program. Although the questions were directed to all pre-service teachers attending this study, only 85 pre-service EFL teachers responded to them painstakingly. The results are given in accordance with three open-ended questions they were asked and supported with findings from interviews with instructors.

The first question was concerned with whether the EFL teacher education program that the pre-service teachers were attending at the time needed improvement in its content or not. 68 % of the pre-service teachers who responded to the open-ended questions stated that the program needed improvement in its content. Upon answering that question as "Yes", those pre-service teachers were asked to state their opinions in terms of what kinds of things needed improvement, what should be integrated into program content and/or what should be omitted from the program. The findings regarding suggestions of pre-service teachers are presented in Table 2 below.

**Table 2. Frequency of suggestions from pre-service EFL teachers (n=58)**

<b>Item No</b>	<b>Suggestions regarding EFL teacher education program content</b>	<b>(f)</b>	<b>(%)</b>
1	"Omitting translation courses"	3	5.1
2	"Integrating CALL programs and Web 2.00 Tools"	5	8.6
3	"Omitting English Literature Classes"	10	17.2
4	"Benefiting from technology much more"	14	24.1
5	"Improving speaking skills of pre-service teachers in English language"	20	34.4
6	"Increasing practice-based courses instead of theory-based ones"	14	24.1
7	"Integrating courses related to English culture"	12	20.6
8	"Increasing time devoted to school experience"	24	41.3
9	"Encouraging instructors to use English language in the class"	15	25.8
10	"Having learner-centred classes in which their suggestions are cared for"	22	37.9
11	"Integrating different materials into the content of lessons"	9	15.5
12	"Improving instructors in terms of technology use"	14	24.1
13	"Including courses related to teaching language skills one by one"	18	31
14	"Having native speaker teachers or instructors at their department"	14	24.1
15	"Focusing less on teaching grammar"	15	25.8



16	“Promoting courses related to teaching EFL more than courses related to education itself (i.e. Introduction to teaching profession etc.)”	6	10.3
17	“Improving English language proficiency of pre-service language teachers”	16	27.5
18	“Including courses to improve pronunciation of pre-service language teachers”	8	13.7
19	“Including courses related to teaching adult learners instead of focusing young learners much more”	4	6.8

As seen in Table 2, most of the pre-service teachers (41 %) who were of the opinion that the program needed improvement in its content especially stated that the time devoted to school experience should be increased. On this issue, two comments made by pre-service teachers are as follows:

"At university, teaching English is taught but it is too different from the real world. At public schools, we have too little opportunity to teach English. I think, the courses should be for real life and therefore we should have more school experience courses".

"English literature courses should be omitted from the program because we did not learn anything in this lesson. Instead, the course called School Experience should be focused more as we will be language teacher and teach English not literature".

Another striking finding of the study is that 38 % of the pre-service EFL teachers suggest that they should have learner-centered classes in which their suggestions are cared for instead of too much dependence on teachers. The pre-service EFL teachers were observed to complain about teacher dominance in the classes. One of the comments that attracted the most attention is presented in the following:

"Some lecturers are not flexible about the syllabus and they conduct their lessons mostly as teacher-centered. They should give students a chance for creating the content of the lessons and our opinions should be paid attention. The teachers are always bound to their coursebooks. I don't think that is contemporary. We should decide on the coursebook and materials".

Besides, 34 % of the pre-service EFL teachers claimed that they did not have opportunity to improve their speaking and therefore they needed courses that would enable them to improve their speaking in English language. They stated that they had problems with speaking and the program ignored improving their speaking proficiency. Two suggestions made by pre-service EFL teachers on this issue are as follows:

"There should be more emphasis on communication and use of target language. The education that we have been given does not really compel us to make an effort to use English. Actually, we will teach how to speak English but we can't speak English".

"The program needs to include more activities on speaking. Although we are at the last year of graduation, we still have problems with speaking".

On the issue of improving speaking proficiency of pre-service EFL teachers, some pre-service teachers even make the suggestion of having native speaker instructors at their

departments, which were agreed on by 24 % of the pre-service EFL teachers as shown in Table 2.

Apart from the suggestions above, 31 % of the pre-service EFL teachers highlight that the courses related to teaching language skills which they were given for two semesters should be given separately. That is, they do not want to have just one course in which they have the opportunity to learn how to teach language skills. The pre-service EFL teachers claimed that they wanted to learn how to teach a language skill in a detailed way and with more practice on teaching of each language skill.

As Table 2 shows, the lowest percentage for suggestions of pre-service EFL teachers can be seen for Item 1 related to omitting translation courses from the program content. 5 % of the pre-service EFL teachers thought that they did not need such a course in their future lives, and therefore the translation courses were time-consuming. Instead, they suggested to be given courses in which they would practice more on teaching English language.

Along with suggestions presented with their frequencies in Table 2, a comment made by just one pre-service teacher was related to focusing on classroom management skills and even having a course in which they would be trained in terms of how to cope with misbehaviours in language teaching classes. Since that comment was observed to be made only by one pre-service teacher, it was not presented in Table 2 with its frequency.

The question of whether the program content needs any improvement was also answered as "Yes" by four instructors. Those instructors commonly stated the need for more practice to teach as emphasised by pre-service teachers. They also drew attention to some concepts that should be integrated into the content of the program. One comment made by an instructor in terms of the points that should be improved in EFL teacher education programs is as follows:

"We should have courses to train our students on how to become more proficient learners. Study skills, autonomy, strategy training can either be offered as separate courses or can be embedded within some of the already existing courses we offer. In addition, listening and speaking, the skills our students have problems with, should be specifically dealt with at all levels".

The second question that 85 pre-service EFL teachers responded to were concerned about how those pre-service EFL teachers could design their own teacher education program if they had such an opportunity. They were demanded to state their opinions on what elements they would include or what changes they would make in EFL teacher education programs in general. The striking points from the data are presented in Table 3 that indicates the suggestions and their frequencies.

As shown in Table 3, the most striking point was that 48 % of the pre-service EFL teachers were of the opinion that they should have extra school experience courses instead of having just two terms at the last year of their education. The pre-service EFL teachers showed a tendency to practice teaching language in real classrooms that would be effective for their future lives in their opinions. Three suggestions related to this issue are presented below to support this finding:

"If I designed my own teacher education program, I could add some lessons such as adaptation to teaching environment or how a teacher behave in

different cities or regions. And also, I would change the year and time of school experience course. It should start at second year and go on for four terms. Because, practice should be given more importance than theory. And, some teachers do not have enough skill but they are teachers".

"Instead of giving school experience course at fourth year, it should be spread over four years of our education".

"First of all, I would set a school experience program like internship program of doctors for every year of education not just one year. Because, it is more important to learn by experience than just studying it".

**Table 3. Frequency of suggestions from pre-service EFL teachers (n=85) regarding the design of their own EFL teacher education program**

<b>Item No</b>	<b>The suggestions regarding the design of pre-service EFL teachers' own teacher education program</b>	<b>(f)</b>	<b>(%)</b>
1	"Giving students' needs priority in creating the curriculum"	16	18.8
2	"Paying attention to individual differences"	14	16.4
3	"Benefiting from situation-based approach in teacher training"	3	3.5
4	"Having a practice course for each theory course"	14	16.4
5	"Focusing more on improving listening and speaking skills of pre-service EFL teachers"	28	32.9
6	"Technology-based teacher training"	26	30.5
7	"Sending all pre-service EFL teacher to abroad in order to improve their language proficiency"	31	36.4
8	"Project-based assessment instead of exams"	15	17.6
9	"Training pre-service teachers in terms of how to teach English in different regions and contexts"	4	4.7
10	"Adding extra school experience courses into the program"	41	48.2
11	"Promoting self-evaluation in classes"	7	8.2
12	"Enabling pre-service teachers an opportunity to observe language teaching classes in foreign countries"	26	30.5
13	"Encouraging student-centered courses instead of teacher-dependent courses"	33	38.8
14	"Using audio-visual materials in courses instead of traditional lectures"	21	24.7
15	"Paying attention to voluntary participation instead of compulsory attendance"	7	8.2
16	"Creating blogs or websites in which all pre-service EFL teachers can interact with each other"	24	28.2
17	"Improving classroom management skills of pre-service EFL teachers"	1	1.1
18	"Adapting lifelong learning in teacher education program"	1	1.1
19	"Tutor-supported courses in which they get help from real language teachers"	2	2.3
20	"Speaking purely English in the classes"	17	20

<b>21</b>	“Preparing dissertations for graduation”	3	3.5
<b>22</b>	“Training teachers in terms of education system in Turkey”	9	10.5

Table 3 also reveals that 39 % of the pre-service EFL teachers hold the belief that the courses in their education program should be student-centered and they should be given opportunities to choose their materials, coursebooks, and even they should prepare their own teacher education program according to their needs. Some pre-service teachers give examples from different countries in which students are given opportunities to prepare their own programs, syllabuses and materials. As a supporting finding, it is seen in Table 3 that 19 % of the pre-service teachers suggest that their needs should be given priority and 16 % of them suggest that the individual differences also should be taken into consideration. An interesting comment related to these issues is as follows:

"I will teach English when I graduate from this university but nobody is interested in my needs. They apply a syllabus in which nobody hears my voice. I don't need to learn about Shakespeare maybe but I want to learn how to teach with drama. If I could design my teacher education program, I would be constructivist and take into consideration the needs of my students".

Another striking finding was that the pre-service teachers complained that speaking and listening skills of pre-service teachers were ignored. 33 % of the pre-service teachers suggest that there should be more emphasis on improving speaking and listening skills of them. Some pre-service teachers even suggest that they should be sent abroad to improve their language proficiency and especially their speaking skill. Besides, 20 % of the pre-service teachers think that they should speak purely English in their classes by stating that they do not want their instructors to speak Turkish. Instead, they suggest to be encouraged to speak English as much as possible in the classes during their education.

The issue of being sent abroad is also reflected by 31 % of the pre-service EFL teachers in order to observe the system and teachers in foreign countries. They think that this can motivate them and helps them look at the matter of teaching from different perspectives. One suggestion made by a pre-service teacher on this issue as follows:

"Our university can send us to foreign countries and we can observe teachers and interact with them. Even we can call foreign teachers to our countries to learn from each other".

Besides, Table 3 indicates that the pre-service EFL teachers show a tendency to encourage technology use throughout their education. 31 % of them suggest that technology based curriculum should be integrated into their program in which they can benefit from technological tools and internet much more. Also, 28 % of the pre-service teachers suggest creating blogs and websites in which all pre-service EFL teachers interact and share their ideas, experiences with each other.

Another interesting suggestion which is emphasised by 25 % of the pre-service EFL teachers is related to materials used in classes. Those pre-service teachers were found to complain about traditional classes in which the instructors talked and they listened. Instead of those lectures, they suggest benefiting from audio-visual materials much more in the classes in order to motivate them. The instructors are suggested to use visual presentations, dramas, videos, and films etc. Some pre-service teachers also suggest that

there should be more presentations prepared by the students themselves in order to have more entertaining classes.

An interesting finding shown in Table 3 was that only one student drew attention to the concept of lifelong learning in the process of teacher training. When the question of whether the program promoted the long-term, developmental nature of learning to teach and post-qualification teacher growth and development was directed to the instructors, one of the instructors commented as following:

"At undergraduate level, I don't think we can manage this. To me, students also do not seem to be aware of such issues but rather they are interested in getting grades enough to pass and graduate as soon as possible".

This comment suggests that the pre-service teachers are not actually interested in lifelong learning or how to grow as a language teacher, which is already paid attention only by one pre-service EFL teacher.

The suggestions regarding how pre-service EFL teachers would design their own teacher education program provided valuable data that would contribute to the future teacher education programs. With the help of those two questions directed to pre-service teachers, it has been possible to see the weaknesses of the current program and the suggestions made by pre-service teachers in order to improve it. The last question was concerned with the pre-service EFL teachers' opinions on how they would compensate for the deficiencies or inadequateness of their teacher education program when they started teaching in real classrooms. The ideas put forward by 46 pre-service EFL teachers were analysed and presented in Table 4 below with frequencies and percentages obtained through content analysis. Although this question was asked to 85 pre-service EFL teachers, only 46 pre-service EFL teachers responded to it.

**Table 4. The frequency of ideas of pre-service EFL teachers (n=46) regarding their future plans**

<b>Item No</b>	<b>The ideas of pre-service EFL teachers</b>	<b>(f)</b>	<b>(%)</b>
<b>1</b>	"Following research carried out in the field of ELT"	14	30,4
<b>2</b>	"Benefiting from experienced teachers"	21	45.6
<b>3</b>	"Participating in in-service training courses in the field"	26	56.5
<b>4</b>	"Participating in courses to improve their English language proficiency"	7	15.2
<b>5</b>	"Participating in personal development courses"	8	17.3
<b>6</b>	"Interacting with native language teachers from foreign countries"	16	34.7
<b>7</b>	"Getting support from their instructors at universities"	13	28.2
<b>8</b>	"Getting support from their peers"	18	39.13
<b>9</b>	"Going abroad and participating language teaching programs"	21	45.6
<b>10</b>	"Carrying out research in their fields"	4	8.6
<b>11</b>	"Solving the problems with students"	2	4.3

Table 4 indicates that the idea emphasised mostly among pre-service EFL teachers was related to participating in in-service teacher training courses in the field of ELT. 57 % of

the pre-service teachers thought that they could attend such training courses in order to improve themselves in areas that they feel inadequate as a result of their teacher education program. The most common ideas are followed by benefiting from experienced teachers and going abroad to participate in language teaching programs, which were stated by 46 % of pre-service EFL teachers. One pre-service EFL teacher commented on the issue of benefiting from experienced teachers as follows:

"When I become a language teacher, I believe that I will certainly have problems since I am not experienced. But, I think experienced language teachers working at the same school will help me to deal with the institution, parents, students and other colleagues".

As well as getting support from experienced teachers at schools, some pre-service teachers (39 %) put forward that they can get support from their peers as they think that they will have more or less the same problems as they graduated from the same teacher education program. On the other hand, 35 % of the pre-service EFL teachers think that they can get support from native language teachers who are working in foreign countries and teaching English language. They also suggest that they can achieve this via internet to interact with native speaker language teachers.

Another idea put forward by 30 % of the pre-service EFL teachers is that they could follow the research carried out in the field to overcome deficiencies of their teacher education program. Although following the research in the field is highlighted commonly, only 9 % of the pre-service teachers think of carrying out research in the field to develop themselves as a language teacher.

Lastly, Table 4 presents that the idea of solving the problems with students is not emphasised so frequently when compared to other ideas. Only 4 % of the pre-service teachers state that their students can help them in the process.

The question of how to compensate for inadequate or lacking points at teacher education programs was asked to the instructors to reveal what they suggest to their pre-service EFL teachers. The instructors were in general of the opinion that the pre-service EFL teachers themselves were the agents of the process and it was impossible for them to specify precisely what they could do. One of the instructors commented on this issue as following:

"They should keep in mind that the teacher education programmes do not guarantee to teach every single aspect of teaching they will be dealing with until the end of their career. Teaching means lifelong learning so they should try to keep up with the latest improvements and refresh themselves continually".

#### **4. CONCLUSION**

The findings of the present study revealed that the pre-service EFL teachers attending EFL teacher education programs in Turkey had a strong agreement with the program in general although they put forward some inadequate points or shortcomings regarding the content of the program.

The common belief held by both pre-service EFL teachers and their instructors was that the program needed improvements in its content. Majority of the pre-service teachers

claimed that they certainly needed more practice in teaching English by complaining about the scarcity of opportunities to observe real teachers in real classrooms and to make practice in real classrooms, which corroborates the findings of program evaluation studies carried out in Turkey (i.e. Erozan, 2005; Cosgun&Daloglu;2010; Salli-Copur, 2008; Seferoglu, 2006). The pre-service teachers argue that the time allocated to school experience should be increased and offered in not only at fourth grade but also in other years of their education. The pre-service EFL teachers seem to hold the belief that theory is emphasised much more than practice. As suggested by Cosgun&Daloglu (2010), the balance between theory and practice components of a program is of great importance and the theory and practice components should be presented in an harmony (Ur, 1992). These findings in fact draw our attention to the fact that teaching practice is a significant component of becoming a teacher and it provides student teachers an opportunity to experience the art of teaching before getting into the world of actual teaching profession (Kasanda, 1995) and to contextualise their theoretical knowledge gained during training process.

As revealed in the study of Salli-Copur (2008), the pre-service EFL teachers participating in this study also drew attention to the need of improving their speaking skills which they thought that they had still problems with. Besides, they suggested to have speaking courses, encourage their instructors to speak completely English in the classes, and even to have native speaker teachers in order to improve their speaking skills. These findings suggest that the pre-service teachers give importance to their speaking skills as they claim that their main responsibility is to teach how to speak English, and therefore they should overcome their speaking problem immediately. This finding actually reminds that for a nonnative teacher of English as in the present study, English speaking proficiency is a critical factor that influences his/her pedagogical choices. Concerning this issue, many nonnative teachers are observed to claim that it is very challenging to teach 'language use' since their problems regarding speaking proficiency constrain their ability to practice communicative language teaching (Tang, 1997), and hence direct them to persist in using traditional grammar translation methods (Brown & Yamashita, 1995).

Another striking finding of the study was that the pre-service EFL teachers heavily emphasised technology use in the classrooms, which shows that they are aware of needs of the present time. Technology is spreading too fast and covering a huge place in our daily lives. Hence, technological tools should be integrated into education process as well. The pre-service teachers seem to complain about the inability of their instructors to use technology effectively in the classes. They suggest even getting technology-based teacher training and courses in which they could improve themselves in terms of technology use.

Even though, the program is stated to have shortcomings that need revision or rearrangements, the pre-service teachers are of the opinion that they can compensate for those shortcomings by suggesting various ways. They seem to be aware that their training does not end after graduation and they can attend in-service training courses in order to improve themselves. What seems interesting is that the pre-service teachers want to go abroad in order to improve themselves personally and professionally, which can be considered by teacher education programs in future arrangements.

To conclude, the EFL teacher education programs in Turkey seem to meet general requirements of EFL teachers although it needs some improvements. The findings from studies carried out on the evaluation of EFL teacher education programs which have made it possible to gain insight into what pre-service teachers and instructors think can be taken into consideration while preparing the future teacher education programs. This

paper is expected to be a useful source for determining what needs to be made in order to improve English language teacher education programs and hence language teaching in actual classrooms.

The present study is mainly based on pre-service teachers' and their instructors' subjective judgements about the program they attend and more objective data could be gathered through classroom observations. Besides, more participants from different universities could provide more in-depth perspectives about the EFL teacher education programs in order to have a better understanding of the contextual factors that may have an influence on the program and to increase the quality of teacher education programs and accordingly future English teachers.

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