

Language Teaching and Educational Research

e-ISSN 2636-8102

Volume 3, Issue 1 | 2020

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To cite this article:

Sürüç-Şen, N., & İpek, H. (2020). Perceptions on an EFL teacher education program: Voices from teacher candidates. *Language Teaching and Educational Research (LATER)*, 3(1), 136-148. <https://doi.org/10.35207/later.643694>

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Research Article

Perceptions on an EFL teacher education program: Voices from teacher candidates

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Abstract

The present study aims to discover the perceptions of teacher candidates about a teacher education program, which is a reflection of the overall education system, in a foundation university based in Turkey. Since teacher candidates are part of the system of teacher education, it might be crucial to gather their insights about the program that they are provided with. In this light, this study examines teacher candidates (n=33) perceptions through a questionnaire, which has been prepared by using Peacock's (2009) evaluation model. In addition to the questionnaire, semi-structured interviews (n=3) have been held to gather in-depth qualitative data. This study might have implications for the evaluation of the ELT program from teacher candidates' point of view. The findings of the study indicate the participants' perceptions on the harmony among courses, balance of teacher and student centeredness, effectiveness of training on the usage and adaptation of materials, transferability of skills to the local context, etc. The teacher candidates also have revealed their thoughts on the strengths and weaknesses of the program while they come up with suggestions to overcome the weaknesses.

Received
06 November 2019

Accepted
17 January 2020

Keywords
teacher education
perception
evaluation
teacher candidates

Suggested APA citation: Sürüç-Şen, N., & İpek, H. (2020). Perceptions on an EFL teacher education program: Voices from teacher candidates. *Language Teaching and Educational Research (LATER)*, 3(1), 136-148. <https://doi.org/10.35207/later.643694>

Note(s) from the author(s)

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» This paper does not require an ethics approval document according to ULAKBİM's (TR INDEX) new coverage criteria as the data were collected before 2020.

Author(s)' statements on ethics and conflict of interest

Ethics statement: We hereby declare that research/publication ethics and citing principles have been considered in all the stages of the study. We take full responsibility for the content of the paper in case of dispute.

Statement of interest: We have no conflict of interest to declare.

Author contribution disclosure: Both authors contributed equally to this study.

Funding: None

Acknowledgements: None

Yabancı dil olarak İngilizce bağlamında İngilizce öğretmenliği programına ilişkin algılar: Öğretmen adaylarının görüşleri

Öz

Bu çalışma, öğretmen adaylarının, genel eğitim sisteminin bir yansıması olan öğretmen eğitimi programı hakkındaki algılarını, Türkiye merkezli bir vakıf üniversitesi bazında ortaya çıkarmayı amaçlamaktadır. Öğretmen adayları, öğretmen eğitimi sisteminin bir parçası oldukları için, kendilerine sağlanan programla ilgili görüşlerini toplamak değerli olabilir. Bu bağlamda, bu çalışma öğretmen adaylarının (n=33) algılarını Peacock'un (2009) değerlendirme modeli kullanılarak hazırlanan bir anket aracılığıyla incelemektedir. Ankete ek olarak, derinlemesine nitel veri toplamak için yarı yapılandırılmış görüşmeler (n=3) yapılmıştır. Bu çalışmanın İngilizce Öğretmenliği programındaki öğretmen adaylarının bakış açısından değerlendirilmesi açısından önemli etkileri olabilir. Çalışmanın bulguları, katılımcıların dersler arasındaki uyum, öğretmen dengesi ve öğrenci merkezli olma, materyal kullanımı ve adaptasyonu üzerine eğitimin etkinliği, becerilerin yerel bağlama aktarılabilmesi ve benzeri konulardaki algılarını göstermektedir. Öğretmen adayları ayrıca incelenen lisans programının zayıf yönlerinin üstesinden gelmek için öneriler getirirken programın güçlü yönleri üzerine de görüşlerini paylaşmıştır.

Gönderim

06 Kasım 2019

Kabul

17 Ocak 2020

Anahtar kelimeler

öğretmen eğitimi
algılar
değerlendirme
öğretmen adayları

Önerilen APA atıf biçimi: Sürücü-Şen, N., & İpek, H. (2020). Yabancı dil olarak İngilizce bağlamında İngilizce öğretmenliği programına ilişkin algılar: Öğretmen adaylarının görüşleri. *Language Teaching and Educational Research (LATER)*, 3(1), 136-148. <https://doi.org/10.35207/later.643694>

Introduction

Considering the education of English teachers, it is very crucial to have a structured pre-service education program besides an evaluation design so that necessary adaptations could be made. With rapid developments in the field of education, there seems to be a need to assess the effectiveness of the programs provided by education departments. At this point, internal evaluation of such programs might yield the strengths and weaknesses; thus, suggestions might eventually inform future adaptations (Peacock, 2009; Musset, 2010). According to Peacock (2009), evaluation of such programs is the first step to the professionalization of English Language Teaching (ELT) field. To this end, systematic and regular evaluation of these programs is supposed to be at the core of the education system. (Rea-Dickins & Germaine, 1998).

In the present study, the program of an ELT department at a private university is examined from the students' perspective. Undergraduate ELT programs in Turkey were unified as one national curriculum in the academic year of 2018-2019. However, the present study was conducted with senior students, pertaining to a different, non-standardized program. Since teacher candidates are the ones who will benefit from the teacher education program and who are in the process of equipping themselves with required knowledge about their field of education, it might be crucial to gather their perspectives and opinions about the educational program that they study in. In this way, the standards of the programs might be tailored according to the perceived needs of the learners and future teachers, which would eventually make the program more dynamic and practical. However, there has been little research concerning the perceptions of teacher candidates on the teacher education programs that they are provided with. According to Brown, Lee, and Collins (2015), teacher candidates' perceptions of their readiness have a great role in their future teaching practice, which is regarded to be influenced by the departmental program after all. Thus, it is assumed that teacher candidates' perspectives of their readiness are affected by their evaluation of the program. As stated by Eret-Orhan, Ok, and Capa-Aydin (2017), there is a necessity of more studies examining the quality of teacher education from the teacher candidates' stand in a more holistic way. Although it is vital in equipping future teachers to provide a safe English learning environment for learners, the education program for EFL teacher seems to be underestimated considering the low number of studies related to this issue (e.g., Agudo, 2017; Akcan, 2016; Coşkun & Daloğlu, 2010; Karakaş, 2012). Therefore, this research aims to investigate teacher candidates' evaluations of an ELT program by applying Peacock's (2009) framework in an EFL context. To this extent, this article might provide an interpretation of a recent ELT program and teacher candidates' holistic reflections on the national program.

Literature Review

Research pertaining to the field of ELT has been subjected to investigate diverse aspects such as English teacher education, which is dedicated to those studies examining the education programs at university level and their reflections in classroom practice. Such studies largely focus on the effects of in-service education. Nonetheless, Coşkun and Daloğlu (2010) emphasized the need for an evaluation system of pre-service education programs so that appropriate modifications could be tailored for teacher candidates. Considering the studies

related to the evaluation of English teacher education programs in Turkey, Coşkun and Daloğlu (2010) investigated teacher candidates' perspectives of the program by using Peacock's (2009) framework. It has been found that the teacher candidates regard the program as lacking practice opportunities and pedagogical strength. On the other hand, using the same framework in Spanish context, Agudo (2017) reported that linguistic component was regarded weak rather than pedagogic component of the program by teacher candidates. Additionally, the studies implied the need for further research on the evaluation of programs to raise awareness on the importance of evaluation.

Exploiting a case study design, Durdukoca (2018) examined the views of teachers on the teacher training system in Turkey, which was based on qualitative data obtained from 55 interviews. After content analysis, it revealed that the participants had mostly negative opinions since they perceived the teacher training system as lacking nation-wide policy, coordination between trainers and employers, and they also highlighted the need for more studies to improve the quality of training. In addition to these opinions, Karakaş (2012) found out that culture specific courses were regarded as a lacking point in English language teacher education program. Besides these studies, some studies such as Mahalingappa and Polat (2013) covered the perceptions of program directors' opinions on the programs they have developed in the field of English language teacher education; based on the qualitative data gathered from program directors (n=8), student admission test scores, teacher education standard manuals. Findings of the aforementioned study revealed the reflections on the programs (i.e., 8 English language teacher education programs) such as having a consistent curriculum with almost same balance of course and credit and having a stabilized coverage for each area of competency; whereas they also reflected on weaknesses of these programs compared to international counterparts like TESOL. Perceived by program directors, weaknesses were regarded as lacking in some aspects related to the language, delivery of instruction, culture, assessment and professionalism. Additionally, the participants expressed their concerns about limitations for developing a qualified program for teacher education.

Some studies investigated a certain aspect of a program to gather a deeper insight considering a feature such as micro teaching practices. In Sariçoban's (2016) study, beliefs of ELT teacher trainees were analyzed using a questionnaire with four main topics; content area knowledge and training, instructional and learning period, assessment and keeping records, other professional competencies. Findings reflected positive notions towards their practices of microteaching and appropriateness of training regarding four main topics assigned in the questionnaire. Likewise, in Celen and Akcan's (2017) study, a practicum of a state university was investigated to examine strengths and weaknesses, demands and challenges experienced by teacher candidates and graduates via exploiting the adapted version of Survey of Teacher Education Programs (STEP) (Williams-Pettway, 2005). Findings included that perceived aspects of the practicum program such as an opportunity to teach in real classrooms, discussion and feedback from peers, observation, guidance from supervisors, developing relationship with cooperating teachers were regarded as strengths; and perceived aspects of improvements such as room for more observation, experiencing different school contexts, more cooperation with teachers, developing better assessment procedures and technology usage were reported as weaknesses.

On the other hand, some studies focus on novice English teachers and fresh graduates to gather their opinions about a teacher education program. For instance, Akcan (2016) scrutinized novice non-native English teachers' thoughts about the efficacy of their education program and struggles during their first years of teaching. Survey and follow up interview applied to 55 novice teachers showed that the content of their courses in their teacher education programs differed significantly and there are some challenges such as management of behavior, unmotivated learners, students with learning disadvantages, delivery of classes. It might be beneficial for pre-service teacher candidates to learn about those difficulties and to be trained accordingly beforehand. In a similar vein, Kıldan, İbret, Pektaş, Aydınöz, İncikabı, and Reçepoğlu (2013) conducted a qualitative descriptive study to examine the views of novice teachers in their first years. Interviews (n= 58) yielded that insufficiency was considered regarding curriculum and content knowledge. It might be beneficial for pre-service teacher candidates to learn about those difficulties and to be trained accordingly beforehand.

The studies administered so far focus on different EFL context, scrutinizing the perceptions of teacher candidates considering some aspects of the teacher education programs mostly done in state universities. Thus, this article adds to the existing literature by reporting teacher candidates' opinions on the national undergraduate ELT program at a private university. Looking from teacher candidates point of view, this study examines the way they evaluate the national program while they are about to graduate and take the stage as fresh English teachers. Therefore, it is important to delve into their reflective thinking skills during the process of evaluation in this research. Thus, the present study revolves around the following research question:

What are the teacher candidates' perceptions of the undergraduate ELT program?

Methodology

Context

The program under investigation is an undergraduate, non-standard English Language Education program. To gain insights from teacher candidates on the aforementioned program, this study was conducted at a private university in the Turkish EFL context. The main objective of the program is to provide an educational scheme for some courses such as Contextual Grammar, ELT Methodology, Linguistics and elective courses of diverse interests. To this end, the program aims at providing prospective teachers with critical and analytical thinking skills, communicative competence and sophisticated personal values, pertaining to the globalized world. Additionally, the program coheres with the Bologna process, which provides ECTS, Erasmus mobility, quality assurance and entailment of necessary European aspects in higher education institutions.

The undergraduate program of ELT receives approximately 60 students every year based on the Central Placement Examination results announced by the Measuring, Selection and Placement Center, ÖSYM. Before starting their journey with departmental courses, students are supposed to take one-year English preparatory education so that language proficiency would not be a barrier to them during teacher education. In the course of education, students are provided with some opportunities such as having a minor program certificate and/or a double major program alongside their curriculum if they meet extra

requirements. The program covers compulsory and elective courses and learners are presented with general knowledge about basic aspects of English and education (e.g., introduction to educational sciences, oral communication skills, listening and pronunciation) in the first and second semester. In the third and fourth semester, other aspects of teaching English such as translation, literature, linguistics and integration of technology (e.g., teaching technologies, approaches to ELT, language acquisition) are provided. Towards fifth and sixth semesters, students are supposed to take more practical courses (e.g., teaching English to young learners, literature and language teaching, classroom management); while seventh and eighth semesters are reserved for providing guidance in classroom teaching and assessment (e.g., school experience, English language testing and assessment, language and culture).

Since harmony among competencies covered in the program has a room in this evaluation study, compulsory courses provided by the educational context in this study are presented in three main categories such as linguistic, pedagogic and managerial competencies after a content analysis of each course. Correspondingly, the results yield that pedagogic competence related courses make up 60.41% and linguistic competence related courses cover 39.58% of all compulsory courses in the program.

Data collection

Data for the present study have been collected through mixed-methods design, namely via quantitative and qualitative instruments. For triangulation of the data, questionnaires have been followed by semi-structured interviews and the program to be evaluated has been analysed by two categories (i.e., pedagogical and linguistic courses). As for the quantitative data collection tool, Peacock's (2009) framework of evaluation has been selected since it provides extensive coverage of the issue, and as Coşkun & Daloğlu (2010) suggest, it encourages the researcher to gather meaningful information. It has 22 items generated from related literature and it is designed as a 5-point Likert scale. After the implementation of the questionnaires, 3 out of 33 participants have expressed an interest to take part in the interviews by marking "I would like to take part in the further step of this research. (Interview)" and leaving a signature below this statement. According to Barribal & While (1994), semi-structured interviews are appropriate means for the investigation of perceptions of participants regarding complicated and delicate issues to encourage a deeper clarification and elaboration of information. Thus, as a mean of collecting data from those participants, semi-structured interviews have been chosen. In the semi-structured interviews, those participants have been encouraged to express their views of the program that they study in and they have been triggered to reflect on their evaluation of the program. In the interviews, Turkish has been used as the medium of communication since it is the mother tongue of the participants, which would encourage them to reflect their thoughts without any language barrier or pressure.

Lastly, compulsory courses offered by the departmental program of ELT have been categorized under two main competences as linguistic and pedagogic so that overall harmony among the main courses could be revealed. Three postgraduate researchers have checked the courses to ensure an appropriate categorization. Percentages of the distribution have been presented while describing the context of the study as following:

Table 1. Competence type distribution of compulsory courses

	Percentage (n=48)
Linguistic	39.58%
Pedagogic	60.41%

The participants are 33 senior students and also teacher candidates in ELT department at a foundation university. The majority of the participants are female (n=23) and the rest of them are male (n=10). The age range is between 21 and 40 with the average of 23. 3 out of 33 teacher candidates have joined to the semi-structured interview. Using SPSS 22, data collected via the questionnaire have been analyzed descriptively. Before the analysis, Cronbach's Alpha has been computed as 0.913, indicating that the questionnaire is highly reliable. As for the analysis of qualitative data, content analysis by Creswell (2012) is used. During analysis, as suggested by Brown (1995), emerging patterns in the semi-structured interviews lead the way to a correspondence with the results of the questionnaire.

Findings

There have been some common patterns derived from the questionnaire as for the items developed by Peacock (2009). As can be seen from the Table 2, content of the program is the leading theme scrutinized in the questionnaire, followed by practice, overall evaluation and self-evaluation.

Table 2. Emerging themes in the questionnaire

	Item numbers
Content	1,2,10,13,14,15,17,19
Practice	3,4,5,9,20
Overall evaluation	6,11,18,21,22
Self evaluation	7,8,12,16

As for the items covering the aspects of content evaluation of the program, item 1 has the highest agreement on the good linkage between courses (n=27), while item 2 reveals a good portion of uncertainty and disagreement (n=13) about the statement of avoidance of overlapping information between courses. Regarding the balance of teacher-centered and student-centeredness stated in item 10, some teacher candidates (n=9) stay uncertain although the majority (n=24) state agreement on the existence of a balance. Likewise, in item 13, coverage of classroom management in the program has been agreed upon by the majority of the teacher candidates (n=24), while the rest (n=9) state otherwise. As for the usage and the adaptation of materials expressed in item 14 and item 15, efficiency of the content of the program has been acknowledged by the most of the teacher candidates whereas some (n=6) are uncertain about their training on the use of the materials and some (n=7) are uncertain or disagree about their training on the adaptation of the materials. Interestingly enough, in item 17, one third of the participants (n=11) state their uncertainty and disagreement upon the

effectiveness of the training about testing and evaluation, while the rest of them expresses otherwise (n=22). Regarding the balance of the courses taught, in item 19, the majority of the participants (n=26) agree on the existence of an overall balance while some (n=7) disagree or stay uncertain.

Considering the practical dimension provided by the program to be evaluated, item 4 has attracted the highest frequency (n=32) of an agreement on the coverage of training in teaching skills by the teacher candidates; whereas a few teacher candidates (n=4) have expressed their uncertainty about the coverage of different teaching practices in item 9. As for the item 3, which questions the teacher candidates' perceptions about the adequacy of training in English, most of the teacher candidates (n=26) have agreed that it is adequate while some (n=7) have expressed their uncertainty or disagreement. Considering preparedness to teach English stated as in item 20, only some (n=5) have stated their perception of insufficiency; however, as for item 5, the number of the uncertain participants has been doubled (n=10) when the needs of the local context (i.e., Turkey) has been scrutinized.

On the other hand, the items reflecting overall evaluative perceptions of the teacher candidates yielded a good portion of positive reactions towards the program. For instance, in item 6, only a few participants (n=5) have expressed their uncertainty and disagreement upon the fact that it is up-to-date. Similarly, the teacher candidates are usually on the same page in item 11 considering the coverage of the program in terms of teaching how to teach English with a good number (n=30). With respect to the item 18 and 21, the majority of the participants agree on the relevancy and meeting their needs; although a good portion of them (n=8) has remained uncertain or disagreed on the fact that they would be ready to teach at the end of the program.

Taking self-evaluation skills into account, teacher candidates usually have expressed their positive perception for the program. Interestingly enough, in item 8, when they regard their reflections on their self-evaluation skills as a teacher in the future, only a small portion (n=4) relates their self-evaluation skill development within the program; however, in item 7, reflection on experiences has attracted a double portion of uncertainty (n=8) among participants. Considering item 12 and 16, except for a good portion of teacher candidates (n=7), the majority of teacher candidates think that the program has implications over increasing their potential of self-evaluation and eventually leading them to evaluate themselves as a teacher.

As for the semi-structured interviews, similar to those of the questionnaire, some themes have emerged during the content analysis such as general perceptions, weaknesses and strengths of the program, role of material design, self-evaluation and classroom management in the program and future reflections as a teacher.

General perceptions of the teacher candidates indicate comprehensively positive reflections. For instance, Teacher Candidate A states that the program is beneficial and up-to-date. She further exemplifies through an experience in which she has witnessed that in a recent seminar she has participated, some implications have been given; which have been turned out to be already embedded in the courses of the current program; whereas Teacher Candidate B associates being up-to-date with integrating the latest technological materials. On the other hand, Teacher Candidate B and C emphasize the importance of the wish to become a teacher

when they present their evaluation of the program. They state that since they have aimed to become a teacher before, the program helps even more to increase their teaching skills. However, while Teacher Candidate B emphasizes methodology courses, Teacher C emphasizes the improvement of the linguistic skills with the help of the program. As for the content of the program, nearly all participants have expressed that the courses are intertwined and linked to one another following a sequential order. Additionally, Teacher Candidate C thinks that the program is neither teacher-centered nor student-centered; it has a healthy balance.

As for the weaknesses and strengths, some similarities and differences in the perceptions have been observed. For instance, Teacher Candidate A has stated being student-centered is the strength; Teacher B has emphasized being able to teach someone a language and/or teaching how to teach is empowering on its own; whereas Teacher Candidate C has reported that being able to experience to teach as if in the real classroom without having the need to be in one is the strength of the program, quoted as in the following:

“...Sınıf ortamını staja gerek kalmadan sınıfta öğretmenin bize sunduğu şekilde yaşayabilmemiz...” (...being able to experience the classroom environment provided by the teacher without practicum...) (Teacher Candidate C, April 12th 2019)

On the other hand, weaknesses of the program have attracted similar answers, focusing on the need for more practice through a longer practicum period. Furthermore, Teacher Candidate A has suggested enriching the context that they are provided with during practicum such as an opportunity to experience teaching in both private and state schools. Interestingly enough, mostly, teacher candidates are not aware of the process of the assigning practicum schools to the teacher candidates; yet they are respectful to the end-results they are provided, it is rather an unknown procedure involving a surprise element according to them.

In the interviews, some features of the program such as training of material development and adaptation, self-evaluation and classroom management have been commented on by the participants. As for material development and adaptation, Teacher Candidate A states that having a course on technological integrated material design and development in the program is innovative. Similarly, using technology during the development and usage of the materials is of future use and practical according to Teacher Candidate B. Moreover, Teacher C has expressed that the courses have raised their awareness on different tools to be used in the classrooms. Considering classroom management courses, participants comprehensively think that the program provides sufficient courses while Teacher Candidate B has emphasized that he increases his potential by giving lessons and modelling new techniques in a private language course at weekends. Furthermore, the participants have explained that the overall program and its features have helped them to develop their self-evaluation skills and to reflect on their learning progress. For instance, Teacher Candidate B has expressed his perception on the development of questioning and self-reflective skills as follows:

“...Aslında gerçekten ben bu mesleği istiyor muyum, yapabilir miyimi düşündüm bir açıdan da. Ve ben bu meslek için yeterli miyim bilgi birikimim yeterli mi, üzerine daha çok ne katabilirim ya da en çok beni ne geliştirebilir... Biraz da bunun sorgusunu yapmaya başladım, özellikle bu yıl...” (... In a way, I

have started to think if I really want this profession and if I could do it. Moreover, I have started to question if I was sufficient for this profession and what I could do more or what might improve my skills... I have started to question those, especially this year...) (Teacher Candidate B, April 12th 2019)

Lastly, the participants have comprehensively high levels of perceptions of their self-efficacy upon graduating from the program. For instance, Teacher Candidate A has given an anecdote in which she has had the opportunity to compare the program with another one. She has concluded that the program in which she studies has distinctive superiorities such as having a course on teaching English to young learners. Similarly, Teacher Candidate C asserts that despite the fact that most of the educational resources used in the program have been “foreign”, the program has broad and practical implications for an EFL context, especially Turkey.

Discussion

This study has aimed to gather teacher candidates’ (i.e., senior year ELT students) perceptions of their program at a private university. The findings of the present study might help to gain insights about the perceptions of teacher candidates on an ELT program and to engage them into the evaluation of the program, which might even raise awareness on the process of education and encourage questioning skills.

In the questionnaire and the semi-structured interview, teacher candidates mostly have held the view that there is a harmony among the courses taught following a sequential order. However, there might be some overlapping courses or repetition of some aspects in the program since some teacher candidates have reflected so. When it comes to the balance of teacher-centeredness and student-centeredness, the program seems to have a healthy mixture, although it has been reported in one of the interviews that being student-centered is one of the strengths of the program. As for the use and adaptation of materials, teacher candidates have brought up the notion of technology integration and the awareness of using different tools in different contexts. On the other hand, the training on testing and evaluation seems to be a fuzzy concept for a good portion of participants. Similarly, some teacher candidates have doubts about the transferability of the skills to the local context, Turkey; although almost all of the teacher candidates feel adequately trained and ready to teach.

While evaluating the program, the interviews have shown that having the aim to become a teacher contributes to benefitting from the program; thus, teacher candidates have had the urge to tell that they have aimed to become an English teacher before they have started to evaluate the program. Upon evaluating the program, they have mentioned development of proficiency, training of different methodologies on teaching English, having an opportunity to practice as if they were in a “real” classroom. On the other hand, as weaker points, they have emphasized the need for a longer practicum period, which corroborates with previous studies (e.g., Coşkun & Daloğlu, 2010; Erozan, 2005; Seferoğlu, 2006; Şallı-Çopur, 2008). Apart from this, the participants have suggested that they could have several distinct contexts (e.g., private schools, state schools) at practicum so that they would have experience in each of them. Furthermore, the findings of the present study have yielded that some features of the

practicum process are not transparent to the teacher candidates such as the procedure of assigning practicum schools.

Based on the call for more evaluation studies of pre-service teacher education programs by Coşkun and Daloğlu (2010), the present study attempted to fill the related research gap. Previous studies have revealed insights of teacher candidates' insights about diverse undergraduate programs over their strengths and weaknesses. Unlike Agudo (2017), this study found out that there seems to be a harmony between linguistic and pedagogic components of the program. Similarly, Karakaş (2012) asserted that culture-specific courses were required, yet the participants of the present study did not report such need while reflecting on the program. Rather than lacking practice opportunities and pedagogical strength as Coşkun and Daloğlu (2010) discovered, this study underlined that there are opportunities of practice and balanced pedagogical courses, yet there is a need for more real-classroom based practices. Overall, it can be observed that the participants held positive impressions over their microteaching journeys, which is in line with other studies (Celen & Akcan, 2017; Sariçoban, 2016). The participants of this study reflected that coverage of diverse competencies is at moderate level, corroborating with the study of Mahalingappa and Polat (2013). On the other hand, the situation of lacking nation-wide policy indicated by some scholars such as Akcan (2016) and Durdukoca (2018) has been addressed to via update and standardization of the national curriculum of undergraduate ELT program in the 2018-2019 academic year. Thus, a new field of inquiry has been initiated over the new standardized program and its reflections on the teacher candidates.

Conclusion

According to the findings of qualitative and quantitative data, being up-to-date has been acknowledged as a feature of the program by most of the participants and associated with covering latest trends in the field or integrating technological tools by some participants. Furthermore, the present study has revealed the teacher candidates' perception of their self-evaluation skills in which they involve in their educational process actively. By doing so, the participants mostly have reported that the order and harmony among the courses taught are appropriately designed. Nonetheless, some practical issues such as classroom management have been reported to be in need of support outside the program, such as teaching in a real classroom at weekends.

This study is not without its limitations. Firstly, a broader sample size would yield more reliable results. Furthermore, data collection procedure might include academic staff and program design stakeholders to gather their insights and perceptions. Even graduate teachers from the same program to be evaluated might be taken as participants to get their perceptions of the practical use of the program. Although it has limitations, the present study might contain a small contribution to the evaluative studies and inform learners, teacher candidates, teachers, program designers who are thought to benefit from the findings of this study.

Implications

All in all, this study has been triggered by previous evaluation studies and it intends to encourage even more studies pertaining to this field of research. Especially in EFL contexts, in which the programs of English teacher education play a major role in the qualified teacher

training, there needs to be more evaluation studies. In this way, the educational process becomes much transparent and ready to be developed by following the genuine needs of the learners and teachers-to-be. Thus, further research might include an analysis of perceptions of the learners of the program and its graduates upon the features of the program. By doing so, further studies might shed light on the optimal balance of the courses associated with different needs of the learners, which might help them become equipped teachers in the future with tailored programs.

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