

***UNIVERSITY OF AL-MUSTANSIRIYAH***

***Evaluating the Pre-Service Training Programme  
of Teaching EFL at the College of Basic Education  
in the Light of its Behavioural Objectives***

A Thesis Submitted to  
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## **Abstract**

In most parts of the world training of teachers is a pre-service activity which is normally compulsory prior to entering the teaching profession and is organized by educational institutions. These institutions play a major part in the provision and promotion of teacher's education. That is, the preparation of the EFL teacher academically and his/her practical education, appliance in the schools is a fundamental part in theoretical student preparation in four years duration.

The evaluation of teacher's education programmes has a lot to offer to a wide variety of readers' evaluation information. This information can be used by regulatory bodies for recognizing good or weak programmes. Educational colleges look at the evaluation of the pre-service training programme (PSTP) of teaching EFL as instrumental in bringing about informed change in initial teacher training which in turn will contribute to raising the quality of teaching process in schools. Specialists in the educational field are eager to learn to what extent their expectations for the professional development of student teachers are being and can be met.

The expected evaluation studies have shed light on issues of interest to those involved in the field of initial teacher training. Moreover, student teachers themselves are curious about the quality of the education they receive. Therefore, evaluation is

considered as a vital factor in the education field. Defensible and effective evaluation systems can be developed that take into consideration the claims and concerns of the various supports holding readers and researchers.

This study aims at:

- Identifying the behavioural objectives of the PSTP of teaching EFL at the Department of English in the College of Basic Education / Al Basrah University.
- Describing some theoretical training corresponding courses of the PSTP namely :( ELT Methodology, Textbook Analysis and Testing).
- Evaluating the PSTP of teaching EFL through evaluating the student-teachers performance in teaching English at primary schools during the three months of teaching practice period (TPP).
- Identifying whether there is any significant difference between the performance of males and females at 0.05 level of significance in achieving the mentioned objectives during their TPP.

These four aims are going to be achieved through answering the following questions:-

- What are the behavioural objectives of the PSTP of the College of Basic Education/ Al-Basrah University for teaching EFL at primary schools?

- What are the contents of the intended corresponding courses, i.e. the contents of ELT Methodology, Textbook Analysis, and Testing?
- Are the evaluated student teachers (STs) efficient in teaching English at primary schools?
- Is there any significant difference between male and female STs in achieving the intended behavioural objectives?

This study is limited to:-

- The prescribed courses (ELT Methodology, Textbook Analysis and Testing as a pre-service training programme of teaching EFL.
- A sample of forty-six EFL STs who are teaching English at primary schools during their TPP in the academic year 2004-2005.

The sample of this study consists of the fourth year STs at the Department of English, in the College of Basic Education\ Al-Basra University for the academic year 2004-2005.

To achieve the aims of this study, the following procedures have been followed:-

- Constructing a checklist for recording down and evaluating the performance of the STs While they are teaching English in real classroom situations.

- Finding out the validity and reliability of the adopted checklist.
- Selecting a sample of Sts.
- Observing each ST twice through their TPP (the latest three months) at the academic year 2004-2005, by using the checklist and rating the STs' performance with each checklist items.
- Analyzing the results of the two observations to find out the efficiency of the PSTP of teaching EFL.
- T-test, chi-square, weighted mean, Pearson correlation coefficient, analysis of variance and Spearman rank have been used as the statistical means for interpreting the collected data of this study.

After applying the previous statistical means, the following results are reached at:

- The objectives of the Department of English have been derived and defined in behavioural terms.
- The teaching performance of the STs has been over the average in all the areas of the PSTP.
- There is no significant difference at 0.05 level of significance between male and female STs in performing the identified behavioural objectives of PSTP.
- The syllabuses of the textbooks (Textbook Analysis, Testing and ELT Methodology) are efficient to achieve the behavioural objectives of the PSTP.

In the light of the obtained results, a number of recommendations have been drawn. The following are some of them:

- The goals of the PSTP of teaching EFL at the Department of English/Al-Basrah University should be directed to develop the communicative competence of the STs.
- Increasing the time allotted for teaching the course of "English Methodology" for fourth-year STs at least three hours a week instead of two.
- The checklist of this study could be utilized by the college instructors, in the process of evaluating STs' Performance. Hence, deficiencies can be diagnosed and remedial work can be offered during and before the TPP.

The following are some of the suggestions for further studies:

- A similar study can be conducted to evaluate the STs' performance in intermediate schools.
- It is necessary to conduct a study-that experiments the efficiency of using new instructional technology in teaching EFL to Iraqi pupils or students.
- A study can be conducted to compare between the STs' teaching efficiency of morning and evening studies who are studying at Colleges of Basic Education in Iraq.

- An investigation can be carried out to find out the essential requirements for the successful teaching of RECI at primary schools.