

عنوان مقاله:

Need analysis: developing a blended pre-service teacher training program based on teachers' perceptions

محل انتشار:

سومین همایش ملی دانش آموزش محتوا در آموزش زبان انگلیسی (سال: 1399)

تعداد صفحات اصل مقاله: 7

نویسنده:

Fateme Chahkandi - Assistant Professor, University of Birjand

خلاصه مقاله:

In the absence of well-designed teacher training programs teachers are left on their own to develop professionally and to learn from trial and error. To tailor the course to student teachers' needs, it should be developed based on their perception about the areas in which they don't feel knowledgeable. This research intends to explore EFL student teachers' training needs in a blended learning environment. At the beginning of the course a need assessment was done to gear the course content to the training needs of the novice teachers. The data of the study included interviews with 11 student teachers who participated in the course. The data were analyzed and coded using grounded theory approach whose aim is to find the major themes and categories in the data. Results indicated that the major categories of concerns for novice teachers were mainly related to students including class management, student involvement and dealing with diversity of students. The categories of concerns related to teachers themselves included professional development and support after the course, being a good role model and fulfilling society's expectations, teacher stress and confidence, and their English proficiency. Finally, the categories of concerns related to teaching included teaching skills and subskills effectively, online teaching, and student evaluation and feedback. Moreover, results revealed that the majority of teachers did not have a positive attitude toward the theoretical section of the course and preferred more innovate and practical ideas. Meanwhile, they did not approve online classes and were inclined to learn by experiencing activities in real classes. The findings were discussed with reference to the necessary components of training programs. The results may promise some implications for teacher education programs and teacher educators.

کلمات کلیدی:

Teacher-training, need analysis, ELT teachers, blended learning

لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/1119965>

