

**ADAPTATION OF THE EFL METHODS COURSE
IN THE CLASSROOM: A CASE STUDY**

NAFISEH SALEHI

**DEPARTMENT OF LANGUAGE AND LITERACY EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF MALAYA
KUALA LUMPUR
2011**

**ADAPTATION OF THE EFL METHODS COURSE
IN THE CLASSROOM: A CASE STUDY**

NAFISEH SALEHI

**THIS THESIS IS SUBMITTED TO FULFIL THE REQUIREMENT
FOR THE PH.D OF TEACHING ENGLISH AS A SECOND
LANGUAGE (TESL)**

**DEPARTMENT OF LANGUAGE AND LITERACY EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF MALAYA
KUALA LUMPUR
2011**

**MENGADAPTASI KURSUS PENGAJARAN METODOLOGI BAHASA
INGGERIS SEBAGAI BAHASA ASING DALAM BILIK DARJAH:
SATU KES KAJIAN**

SINOPSIS

Penyelidikan ini bertujuan mengkaji pandangan dan pengalaman guru sekolah menengah yang mengajar Bahasa Inggeris. Kajian ini juga meneliti sumbangan kursus pengajaran metodologi Bahasa Inggeris Sebagai Bahasa Asing dalam memberi para guru pengetahuan serta kemahiran cara mengajar Bahasa Inggeris. Kajian ini juga mengkaji bagaimana para guru menggunakan dan mengadaptasi pengetahuan dalam kursus pengajaran metodologi di dalam pengajaran mereka. Penyelidikan kualitatif ini adalah berpandukan kepada tiga soalan kajian: 1. Apakah ciri utama kursus pengajaran metodologi Bahasa Inggeris Sebagai Bahasa Asing dalam program pendidikan pra-perkhidmatan guru Bahasa Inggeris Sebagai Bahasa Asing di Iran?; 2. Bagaimana kursus pengajaran metodologi Bahasa Inggeris Sebagai Bahasa Asing memberi sumbangan kepada kaedah guru sekolah menengah mengajar Bahasa Inggeris di Wilayah Semnan?, dan 3. Bagaimana guru sekolah menengah yang mengajar Bahasa Inggeris di Wilayah Semnan, Iran menggunakan dan mengadaptasi pengetahuan dalam kursus pengajaran metodologi di dalam kelas mereka?

Sumber data yang dinyatakan di dalam keputusan diperoleh daripada temuramah dengan lapan orang guru Bahasa Inggeris Sebagai Bahasa Asing peringkat sekolah menengah dan tiga orang pensyarah kursus pengajaran metodologi Bahasa Inggeris Sebagai Bahasa Asing. Sumber data juga diperoleh daripada pemerhatian dan analisis dokumen berkaitan Bahasa Inggeris Sebagai Bahasa Asing. Kawasan kajian meliputi daerah Semnan, Shahroud, Damghan dan Garmsar yang bernaung di bawah Wilayah

Semnan, Iran. Data telah dianalisa melalui kaca mata teori sosio-budaya yang menekankan pembelajaran setempat.

Dapatan kajian ini menunjukkan bahawa lapan orang guru Bahasa Inggeris peringkat sekolah menengah telah diajar dengan kaedah pengajaran bahasa yang terdapat di dalam buku rujukan untuk kursus pengajaran metodologi Bahasa Inggeris Sebagai Bahasa Asing yang disediakan oleh pensyarah mereka. Walau bagaimanapun, majoriti responden menyebut bahawa kaedah ini tiada dalam konteks yang terdapat di dalam kursus pendidikan pra-perkhidmatan guru Bahasa Inggeris Sebagai Bahasa Asing, dan tiada sebarang hubung kait di antara teori dan praktis.

Majoriti responden percaya bahawa penglibatan di dalam kursus pengajaran metodologi Bahasa Inggeris Sebagai Bahasa Asing sebahagian besar telah membantu mereka mengembangkan lagi ilmu pengetahuan mereka di dalam bidang Pengajaran Bahasa Inggeris. Para responden percaya bahawa mereka telah menjadi penerima maklumat yang pasif, di mana kursus pengajaran metodologi Bahasa Inggeris Sebagai Bahasa Asing mereka lebih kepada teori dan kebanyakan kelas mereka adalah berorientasi kaedah syarahan. Mereka merujuk kepada interaksi sosial mereka dengan rakan kelas mereka sebagai satu sumber untuk belajar. Mereka juga telah meminta alat bantu audio-visual dalam kelas kursus pengajaran metodologi Bahasa Inggeris Sebagai Bahasa Asing. Isu yang sama juga turut dikemukakan oleh tiga orang pensyarah kursus metodologi pengajaran Bahasa Inggeris Sebagai Bahasa Asing, seperti tiada kewujudan konteks di antara teori dan praktis, membekalkan para pelajar dengan pengetahuan teori dan menguruskan kelas metodologi Bahasa Inggeris Sebagai Bahasa Asing melalui syarahan kerana kekangan pihak institusi. Dalam menerangkan kaedah pengajaran, enam orang guru sekolah menengah Bahasa Inggeris Sebagai Bahasa Asing menyatakan

bahawa mereka menggunakan banyak variasi dalam memilih kaedah pengajaran. Salah seorang guru mendapati metodologinya adalah sama seperti tertera di dalam paradigma Pendekatan Pengajaran Bahasa Secara Komunikatif (CLT), dan guru yang lain pula menegaskan bahawa kaedahnya adalah berpandukan buku teks. Sungguhpun para responden berpendapat sedemikian, data daripada pemerhatian menunjukkan bahawa pendekatan yang dominan adalah Terjemahan Tatabahasa.

Kajian ini dapat disimpulkan dengan beberapa implikasi penting kepada penggubal dasar, pembuat keputusan dan pihak lain yang terlibat di dalam program pendidikan pra-perkhidmatan guru Bahasa Inggeris Sebagai Bahasa Asing di Iran.

SYNOPSIS

The present study is aimed at exploring high school English teachers' conceptions and experiences about the contribution of the EFL methods course in providing teachers with the knowledge and skills of various language teaching methods. It also examines how the teachers use or adapt the methods courses in their practice. This qualitative study was guided by three research questions: 1. What were the main characteristics of the EFL methods course in the preservice EFL teacher education program in Iran?; 2. How did the EFL methods course contribute to the practices of high school English teachers in Semnan Province?; and 3. How do high school English teachers in Semnan province, Iran use or adapt the language teaching methods in their classrooms?

The data sources comprised of individual interviews with eight high school EFL teachers and three EFL methods course lecturers as well as observations and analysis of the relevant EFL documents. The research site comprised of Semnan, Shahroud, Damghan and Garmsar counties of the Semnan Province in Iran. The data was analyzed through the lens of sociocultural theory of situated learning.

The findings of the study revealed that the eight high school English teachers were taught all the language teaching methods presented in the reference books for the EFL methods course offered by their lecturers. However, a majority of the participants mentioned that these methods had not been contextualized in their EFL methods course, and hardly any link had been made between theory and practice. The majority of the participants believed that participating in the EFL methods course has mostly helped them develop their content knowledge in the field of ELT. They maintained that they had been passive receivers of information and their EFL methods course was mostly

theory-loaded, and lecture-centered. They referred to the social interactions with their fellow student teachers as a source of learning. They asked for audio-visual aids in the EFL methods course classes. The same issues were raised by the three EFL methods course lecturers as well, such as the decontextualization of theory and practice, loading the students with theoretical knowledge and managing the EFL methods classes through lecturing because of the institutional constraints. In describing their teaching methodologies, six high school EFL teachers mentioned that they were eclectic in selecting their teaching methods. One of the teachers identified her methodology as within the paradigm of Communicative Language Teaching Approach (CLT) and the other asserted that his method was imposed by the textbooks. Despite these claims, the observation data showed that the dominant approach was the Grammar Translation.

The study concluded by addressing key implications for the policy makers, decision makers and other key stakeholders in preservice EFL teacher education programs in Iran.

ACKNOWLEDGEMENT

First and foremost, praise be to God, my greatest teacher, from whom all graces and blessing flow, whose love manifests itself through our teachers on earth.

The process of learning in a doctoral program and writing a thesis has been challenging, but was a very rewarding experience in my life. My feelings of accomplishment from completing this process would not have occurred without the contributions of numerous people, who intellectually and emotionally supported me. I wish to express my grateful appreciation to my thesis supervisor, Professor Dr. Moses Samuel, who has worked with me as we have gone through this journey together. He has encouraged, supported, and given me constructive advice throughout the whole process of my thesis.

I am deeply indebted to the members of my thesis committee, Professor Thomas S. C. Farrell, Professor Mahmood Reza Atai, and Professor Fatimah Binti Hashim for their patience in reviewing my work, knowledge and expertise in the field. Their constructive feedback and suggestions added great value to my work. I truly admire their dedication and scholarly attitudes as academicians and researchers. I only hope that I can emulate some of their exceptional qualities.

I wish to humbly express my appreciation to the Institute of Graduate Studies for awarding me the Research Fellowship. I am also grateful for the hospitality of many people at the faculty of Education and staff of the University of Malaya who assisted and encouraged me in different ways during my course of study.

I am sincerely thankful to all of my participants in this study, the high school English teachers and EFL methods course lecturers, for their generous giving of time and valuable insights.

I would like to thank my parents, Habib and Mahnaz, who have always believed in me and prayed for me to realize my dream. They have always been there for me even when they could not be there physically. No matter where I have been and no matter where I go, I carry their strengths of character, mind, heart, and soul with me on my journey.

Last but not least, my sincere appreciation goes beyond words to my husband, Pooya, whose loving words of encouragement and faith in me did much to keep me going to realize one of my dreams. Without his understanding, great patience, and strong continuous emotional support through his unconditional love, I would not have completed my study. Thank you Pooya for your limitless patience and understanding throughout this endeavor!

Yours Sincerely,

Nafiseh Salehi

September 2011

TABLE OF CONTENTS

Content	Page
Synopsis (Malay Version)	iii
Synopsis (English Version)	vi
Acknowledgement	viii
Table of Contents	x
List of Figures	xv
List of Tables	xvi
List of Abbreviations	xvii
List of Appendices	xviii
CHAPTER ONE: INTRODUCTION	1
Context of the Preservice EFL Teacher Education in Iran	3
Context of the EFL Methods Course in Iran	6
Statement of the Problem	7
The Purpose of the Study	9
Theoretical Framework of the Study	10
Significance of the Study	14
Definition of the Key Terms	15
Overview of the Remaining Chapters	16
CHAPTER TWO: REVIEW OF LITERATURE	17
EFL Teaching Methods and Approaches	17
A Concise History of Language Teaching	17
Approach and Method in Language Teaching	18
Grammar Translation Method	20

Content	Page
Direct Method	21
Audio-lingual Method	21
Communicative Language Teaching	22
Task-based Language Teaching	23
Teachers and the Implementation of Methods and Approaches	24
The Postmethod Condition	26
Rethinking of Methods and the Postmethod Condition	28
Preservice EFL Teacher Education.....	30
Models of Language Teacher Education	30
Teacher’s Knowledge Base in EFL Teacher Education	41
The Curricular Components of EFL Teacher Education	51
Theory and Practice in EFL Teacher Education	53
CHAPTER THREE: METHODOLOGY	58
Research Design	58
Site	59
Participants	61
Participant Selection	61
Boundary of the Cases	63
Typicality of the Cases	64
High School English Teachers	64
Ali.....	64
Atena	65
Atusa	65

Content	Page
Kiyan	66
Nasim	66
Negin	66
Reza	67
Simin	67
EFL Methods Course Lecturers	69
Alireza	69
Hamed	69
Milad	70
Sources of Data	71
Interviews	72
Observations.....	76
Documents	78
Data Collection	78
Interviews	78
Observations	81
Post-Observation Interviews	85
Documents	85
Data Analysis	86
Interview Transcripts	87
Observation Field Notes	88
Documents	89
Data Triangulation	89

Content	Page
Trustworthiness	89
CHAPTER FOUR: FINDINGS	92
Demographic Information of the Participants	92
High School English Teachers	92
EFL Methods Course Lecturers	95
Findings	96
Research Question One	96
Analysis of the EFL Methods Course Syllabi	97
Course Description	98
Course Objectives	98
Course Requirements	98
Required Course Readings	99
Course Grading Criteria	102
Findings of the Interviews	103
Theoretical Aspects of the EFL Methods Course	104
Familiarity with EFL teaching Methods	104
Reference books for the EFL Methods Course	110
Practical Aspects of the EFL Methods Course	119
Decontextualization of the Language Teaching Methods	119
Summary of the Findings for Research Question One	135
Research Question Two	136
Findings of the Interviews and Artifacts	136
Content Knowledge	137

Content	Page
Lecturer-centered Classes	138
Situated Social Interactions	140
Limited Artifacts	143
Summary of the Findings for Research Question Two	145
Research Question Three	146
Findings of the Pre-observation Interviews	147
Being Eclectic in Teaching	147
Imposition of Methodology by the Textbooks	151
Following CLT Approach	153
Analysis of the High School English Textbooks	156
Findings of the Observations	158
Ali's Class	161
Simin's Class	164
Negin's Class	168
Findings of the Post- observation Interviews	170
Institutional Constraints	171
Summary of the Findings for Research Question Three	178
 CHAPTER FIVE: CONCLUSION	 180
Discussion of the Findings	180
Implications for Preservice EFL Teacher Education	185
Limitations of the Study	186
 REFERENCES	 187
 APPENDICES	 206

LIST OF FIGURES

Figure		Page
1.1.	Preservice EFL Teacher Education for the High School English Teachers in Iran	5
1.2.	Teacher's Learning as a Socially Negotiated Process	12
2.1.	Descriptive Model of Teaching: The Constituents	32
2.2.	Educating Strategies	34
2.3.	The Craft Model of Professional Education	36
2.4.	The Applied Science Model	36
2.5.	The Reflection Model	37
3.1.	Map of Iran and the Semnan Province	60
3.2.	Map of the Counties of the Semnan Province	60
3.3.	Components of Data Analysis	87

LIST OF TABLES

Table	Page
3.1. A Summary of the High School English Teachers' Profiles	68
3.2. A Summary of the EFL Methods Course Lecturers' Profiles	70
3.3. An Overview of Research Questions along with Data Collection Sources	71
4.1. Demographic Information of the High School English Teachers	94
4.2. Demographic Information of the EFL Methods Course Lecturers	95
4.3. Required and Recommended Course Readings for the EFL Methods Course	99
4.4. Grading Criteria for the EFL Methods Course	102
4.5. Reference Books Used for the EFL Methods Course Referred to by High School English Teachers	112
4.6. Required and Recommended Course Readings for the EFL Methods Course Given in the Collected Syllabi	115
4.7. A Summary of the Observation Data	159

LIST OF ABBREVIATIONS

Abbreviation

EFL	English as a Foreign Language
ELL	English Language and Literature
ELT	English Language Teaching
ET	English Translation
LTE	Language Teacher Education
SLTE	Second Language Teacher Education
TBLT	Task-Based Language Teaching Approach
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language

LIST OF APPENDICES

Appendix	Page
A. Informed Consent Form	206
B. Interview Protocol for the High School English Teachers (Pre-Observation)	207
C. Interview Protocol for the High School English Teachers (Post-Observation)	209
D. Interview Protocol for the EFL Methods Course Lecturers	210
E. Observation Checklist for the High School English Teachers	211
F. Cover Letter to the Directors of Preservice EFL Teacher Education Programs	212
G. Lesson Nine (Grade One, High School)	213
H. Lesson Seven (Grade Two, high School)	217
I. Lesson Six (Grade Three, High School)	220
J. Curriculum for Bachelors Degree in English Language Teaching (Core Courses)	224
K. Curriculum for Bachelors Degree in English language and Literature (Core Courses)	226
L. Curriculum for Bachelors Degree in English Translation (Core Courses)	229
M. General Common Courses for Bachelors Degrees in ELT, ELL and ET	232
N. EFL Methods Course Syllabi (A)	233
O. EFL Methods Course Syllabi (B)	235
P. EFL Methods Course Syllabi (C)	237
Q. Letter of Introduction	239
R. Entry Permission Letter	240
S. Sample of the Interview Transcript	241
T. Sample of the Observation Field Notes	245