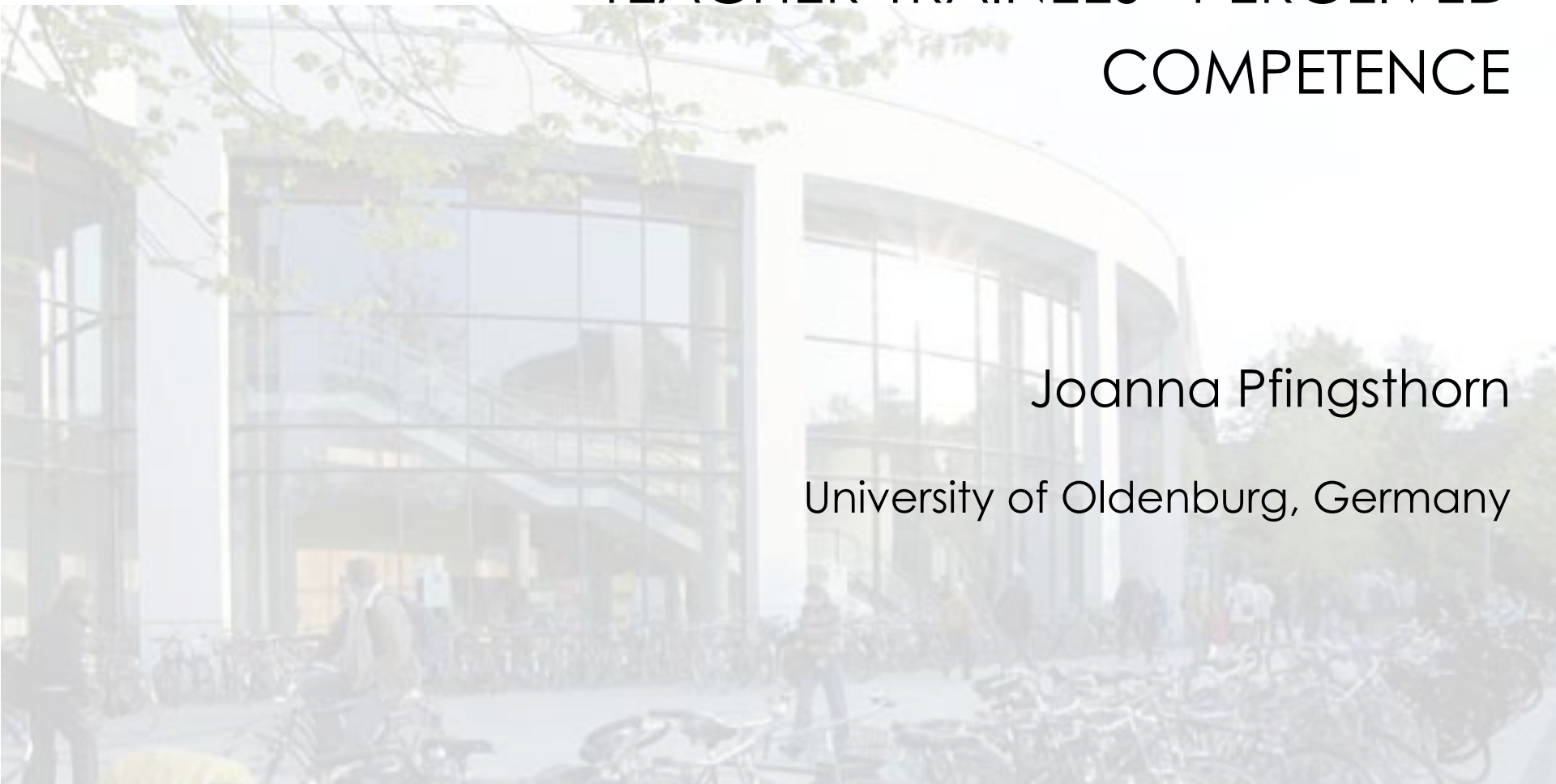


# READY TO TEACH: THE DEVELOPMENT OF TEACHER TRAINEES' PERCEIVED COMPETENCE

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# Overview

1. Standards in  
EFL teacher  
training in  
Germany

2. The lack of  
standards  
teacher  
training?

3. Research  
question

4. Study

5. Results

6. Conclusion  
and discussion



# Standards in EFL teacher training in Germany

- **Learning, development and socialization** (learning processes of children and youth in and outside of school)
- **Dealing with mixed-ability classrooms, integrative teaching and learning support/scaffolding** (diversity and heterogeneity as conditions in school and in class)
- **Diagnostics, evaluation and counseling** (diagnostics of individual learning processes, testing and evaluation learning outcomes)
- **Motivation to learn and perform** (motivational background of learning, in assessment and behind competences development)
- **Teaching methods** (planning and shaping lessons and learning environments)
- ...

Ministry of  
Education:  
learning  
standards

18 – 24 months practical  
period at schools

7-9 Semesters at the  
university  
B.A. followed by M.Ed.

Structure: training programs



# Lack of standards in EFL teacher training?

## Various ways to achieve learning standards allowed

- Different institutions (e.g. within Lower Sachsony) offer B.A. and M.Ed. programs with varying profiles
- Put different emphasis on different topics (often match interests of instructors)
- Rely on various methodological approaches

## Basic methodological principles = set and binding

- Theoretical concepts discussed on the basis of practical examples
- Heavy reliance on role plays and simulations
- The use of reflection tools and formative assessment
- Various media
- Research oriented learning
- Competence-led and cooperative assessment forms

## Research question:

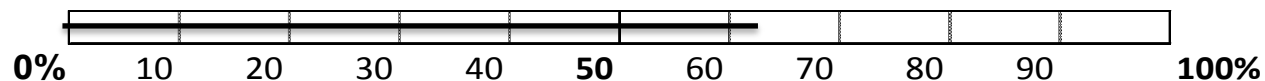
Given the variability in the implementation of these learning standards, can teacher training programs facilitate perceived growth in teaching competences in a structured way?

**Or**

Do we observe little structured growth of perceived teaching competences that can be attributed to the institutionalized educational setting?

- Participants:
  - 20 B.A. and 20 M.Ed. students (future teachers of EFL and another subject)
  - 33 females vs. 7 males
  - Age on average: 23
  - linguistic background: 77% monolingual German native speakers; 33 % bilingual or multilingual environments (with languages such as English, Dutch, Turkish and Kurdish)
  - 75% report speaking 2-3 foreign languages
  - 60% (M.Ed.) have worked as an intern at school over the course of 5 weeks
  - 45% spent at least 6 months abroad in an English-speaking country

- Instrument
  - Self-reports/self-assessment of competence
  - Likert-scale: competence in percentages
  - Competence items formulated based on the learning standards issued by the Ministry of Education (also considered EPOSTL for teachers)
  - Items: “*I can begin lessons in a motivating way.*”
  - Scale:





# Results

- **Learning, development and socialization** (learning processes of children and youth in and outside of school)
- **Dealing with mixed-ability classrooms, integrative teaching and learning support/scaffolding** (diversity and heterogeneity as conditions in school and in class)
- **Diagnostics, evaluation and counseling** (diagnostics of individual learning processes, testing and evaluation learning outcomes)
- **Motivation to learn and perform** (motivational background of learning, in assessment and behind competences development)
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LESSON  
PLANNING  
SKILLS

CONDUCTING  
LESSONS

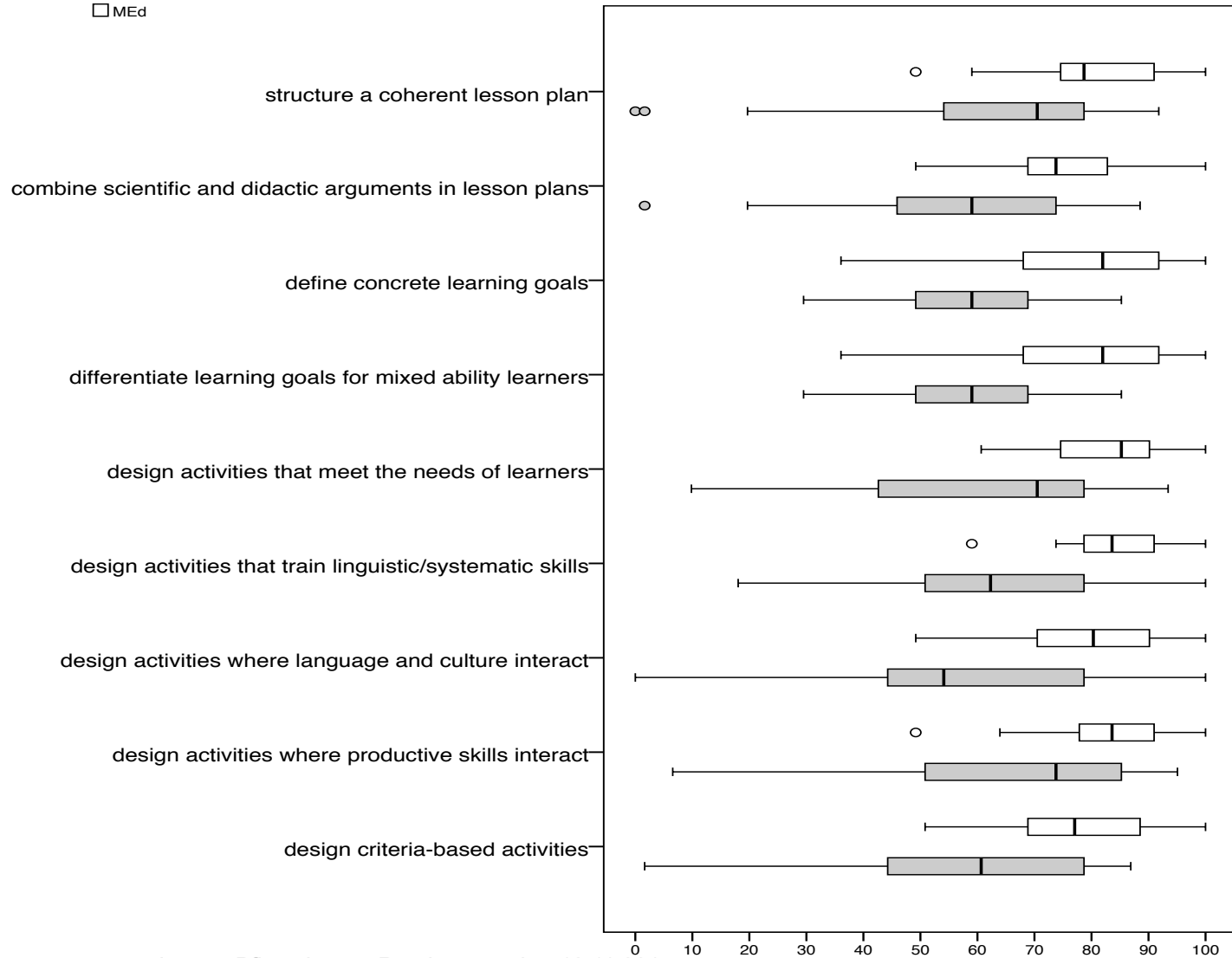
LESSON  
PLANNING  
SKILLS

- I can structure a coherent lesson plan.
- I can combine scientific and didactic arguments in lesson plans.
- I can define concrete learning goals.
- I can differentiate learning goals for mixed ability learners.
- I can design activities that meet the needs of learners'
- I can design activities that train linguistic skills.
- I can design activities in which language and culture interact.
- I can design activities where productive and receptive skills interact.
- I can design criteria-based activities.

Stage of studies

■ BA  
□ MEd

Lesson planning skills: I can...



## Results: Lesson planning skills

- Positive self-evaluation ratings:
  - 75% of all M.Ed. ratings done at least at 61%,
  - B.A. students: 41-49%.
- Statistically significant differences between the ratings of M.Ed. and B.A. students for all the items
- M.Ed. students tend to feel more competent compared to B.A. students:
  - planning lessons from the didactic and scientific point of view;
  - defining clear learning goals;
  - differentiating these goals for mixed-ability classrooms;
  - developing activities that touch upon various relevant aspects of language teaching such as e.g. culture, productive skills, or criteria

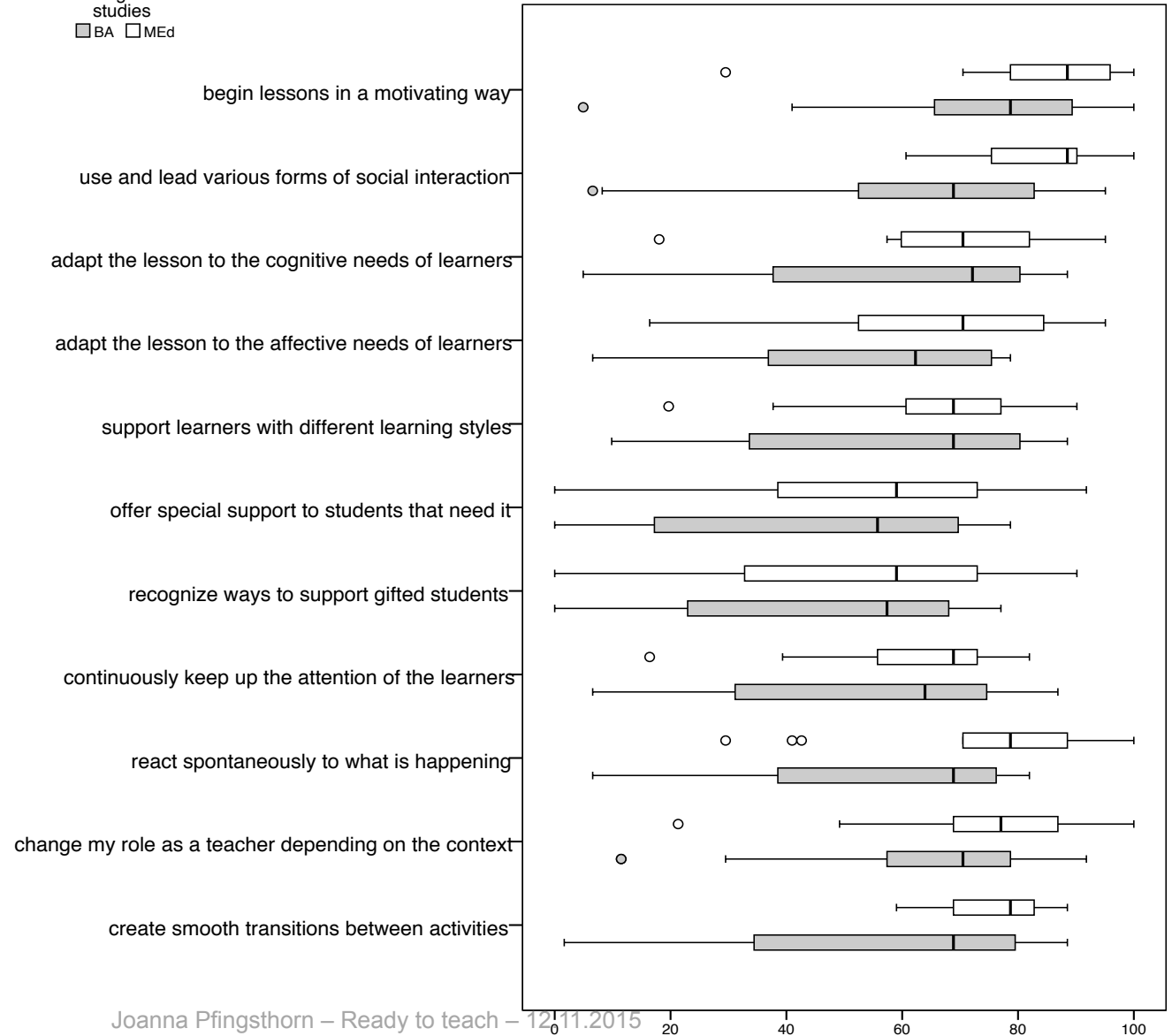
CONDUCTING  
LESSONS

- I can begin lessons in a motivating way.
- I can use and lead various forms of social interaction.
- I can adapt the lesson to the cognitive needs of learners.
- I can adapt the lesson to the affective needs of learners.
- I can support learners with different learning styles.
- I can offer special support to students that need it.
- I can recognize ways to support gifted students.
- I can continuously keep up the attention of learners.
- I can react spontaneously to what is happening in class.
- I can change my role as a teacher depending on the context.
- I can create smooth transitions between activities.

Stage of studies  
 ■ BA □ MEd

CONDUCTING LESSONS

Conducting lessons: I can...



## Results: Conducting lessons

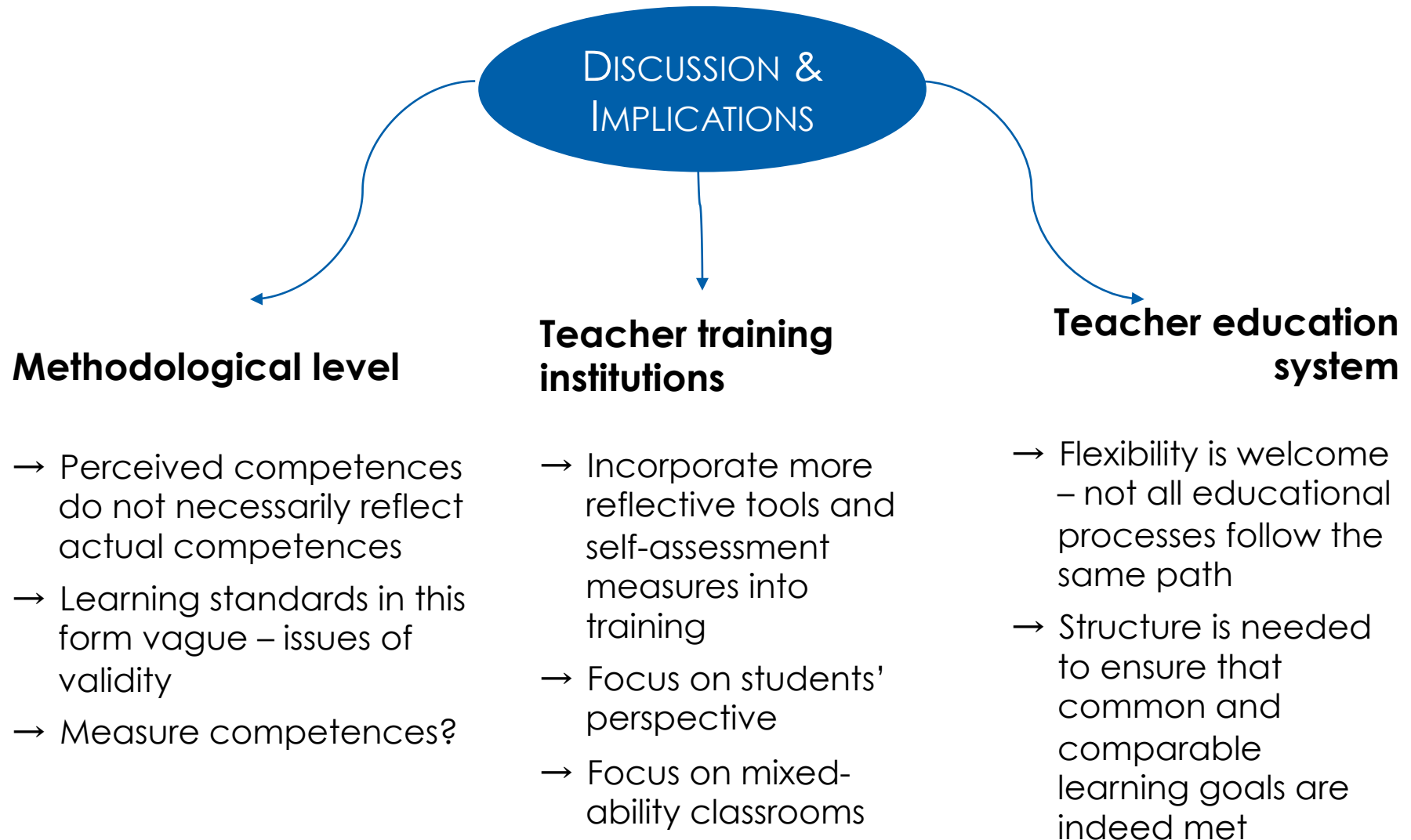
- Statistically significant differences between the ratings of M.Ed. and B.A. students for some items
- M.Ed. students tend to feel more competent compared to B.A. students:
  - from and participate in various social interaction forms in class
  - react spontaneously to events in the classroom
  - create smooth transitions between activities
- Some items reveal no difference between M.Ed. and B.A. students:
  - Dealing with mixed ability classrooms: high variance, high and low scores
  - Opening lessons in a motivating way, changing teacher role: high values for both groups

# Conclusion

## Two trends:

- Teacher training under current conditions can exert a **positive impact** on pre-service teachers' perceived competence
- The effects of teacher training follows a **predictable pattern** in some domains
- Teacher training can have an **unperceivable effect** and leads to **no systematic shift** in perceived competence as students progress in their education
- The effects of teacher training are **unstructured** in some domains





Thank you very much for your attention!