Original Research

Effectiveness of Primary School English Language Teacher Preparation Courses at Nekemte Teachers' Education College

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Abstract	Article Information
Preservice English language instructors should take courses that improve their subject knowledge, language skills, and teaching abilities. Despite graduate English language instructors' weak topic knowledge, language competency, and teaching skills, Nekemte Teacher Education College has offered teacher preparation courses. This study examined preservice primary school English language teacher training courses' efficacy. Evaluative qualitative case studies were used. The study included semi-structured interviews and document analysis. Five English language teacher educators, two college administrative body teachers, and 10 teacher candidates were selected using purposive sampling. Major area and English practicum course texts affecting teacher preparation were reviewed. Data were thematically analyzed for each study question. The program's major courses for preservice English language instructors were too sparsely spread to acquire topic knowledge, language competency, and teaching abilities. All main courses lacked a policy to encourage and track teacher candidates' course work. The candidates' practicum course was unproductive since non-English subject teacher educators developed and taught it in the local language. The English language department should modify topic course ratios, add course policies, and plan and teach English practicum courses for preservice teachers.	 *Corresponding Author:* Tamiru Olana E-mail: olanatamiru58@gmail.com

INTRODUCTION

To have a career-ready standard for students' learning, teachers' preparation quality plays a decisive role (Muzaffar, Rahim, & Jessee, 2011). One of preservice teachers' preparation qualities is a decisive factor in the courses offered during preservice preparation (Coggshall, Bivona, & Reschly, 2012). Jabri (2017) describes that mastery of preservice language teachers' subject area knowledge (language competence), pedagogical content knowledge (pedagogic competence), and language proficiency courses determines professional competency in language teaching. The subject matter courses determine what candidates develop in speaking, listening, reading, writing, grammar, and pronunciation

skills (Delima, 2001), whereas language improvement courses enhance candidates' accuracy and communicative competence (Cots & Arno, 2005). These courses also improve candidates' command of language, minimise language difficulty, and expand the interaction skills they need in written and spoken contexts (Richards et al., 2013). Moreover, subject course knowledge is a prerequisite for being able to use effective teaching methods and for students' language learning success (Ranjbari, Tabrizi, & Afghari, 2019). In North America, teaching subject area courses have a high proportion as compared to other courses in the preservice teacher education programme (Rollnick & Mavhunga, 2016).

Literature indicates that preservice language teachers need a deep understanding of subject courses to use effectively in their teaching methods and achieve students' success in language learning (Ingvarson et al., 2014). Scholars argue which courses are needed for preservice language teachers' preparation (DeLima, 2001). Some prioritise methodology courses as an important element of English language teacher preparation. These people claim that candidates had subject area knowledge from secondary school learning when it came to teacher education. This claim is weak because in a foreign language teacher preparation context, major courses of teaching serve as candidates' main input and compensate for a shortage of environmental support. DeLima (2001) explains that non-native preservice English language teacher candidates chose subject matter and language proficiency improvement

courses more than methodology courses in teacher preparation. Faisal (2015) asserts that subject area courses such as phonology, syntax, semantics, grammar, vocabulary, written and spoken language skills, reading comprehension, and subject teaching knowledge are essential inputs to preservice foreign language teachers' preparation. Similarly, others suggest courses like theories of language acquisition, theories of language, phonology, syntax, sociolinguistics, literature, language learning, language teaching theories, and language teaching practice as essential subjects in foreign language teacher preparation (Richards, 2011). DeLima (2001) presses primary school preservice English language teachers to seek courses like linguistic and practicum courses to develop teachers' competency in language teaching.

The researcher supports prioritising subject matter, language proficiency, and English language practicum course teaching to foreign language teacher preparation. First, subject courses enrich candidates' content knowledge, command of the target language, subject teaching skills, and allow them to be a good model for students' language learning. Karakas (2012) asserts that it is the subject matter courses that develop candidates' language competency and teaching skills. Besides, subject matter courses assist non-native English language teachers to master linguistic knowledge and communicative features of classroom instruction (Kadri & Benmoubou, 2019). Further, practicum courses are essential components of language teacher preparation (DeLima, 2001; Nguyen, 2017; Richards, 2011) because they it gives

the knowledge teacher candidates use to link the concepts and strategies they learn in theory when they work with peers, supervisors, and mentor teachers. The practicum courses also provide chances to present seminars, reflect on practices, and get feedback, so that this helps them experiment with target language use and language teaching (Endeley, 2014; Nguyen, 2017; Quick & Siebörger, 2005).

Moreover, literature shows that the medium of instruction used to prepare and teach practicum courses and other supportive preservice language teachers' preparation determines candidates' preparation quality because the medium of instruction affects their target language proficiency development. What makes language teacher preparation different from other teacher education programmes is that the programme does not only develop candidates' teaching skills but also enhances target language improvement (Mufidah, 2019). Absolor (2021) describes that the educational and practicum courses offered to preservice English language teachers improve candidates' target language in authentic use. Byrnes (2009) also asserts that preservice language teachers' courses are designed not only to prepare teachers for teaching but also to raise their language proficiency. Besides, Kourieos and Diakou (2019) explain that the practicum course offered to language teachers both in a college and school setting is expected to develop candidates' language proficiency and language teaching skills. In vein of this, Dereje (2009) describes that one purpose of practicum courses teaching language teacher preparation is to create chances for the

candidates to construct their English language and language teaching skills. This implies that failing to use the target language as a medium of instruction in candidates' course offerings affects the chances candidates get to exercise the target language in interaction with others.

Though subject knowledge and the medium of instruction used to offer courses to foreign language teachers' preparation are fundamental (Richards et al., 2013), it seems presently methodology courses teaching in language teacher preparation get more emphasis (Murdoch, 1994; Sulistiyo et al., 2019). The English department at Nekemte Teacher Education College, in Oromia, has been preparing English language teachers for subject areas, subject teaching, practicums, practicum and other educational courses (MoE, 2013). However, the graduate English language teachers demonstrated poor subject knowledge, language proficiency, and teaching skills (Tesfa, 2014).

The ineffectiveness of graduate language teacher candidates could be attributed to various issues. For instance, Sulistiyo et al. (2019) mention that one factor contributing to graduate ineffectiveness is the admission of poor English-speaking candidates with ineffective criteria for teacher preparation. These authors also assert that the candidates might have been taught by poor English language instructors. Further, Zein (2015) asserts that the reason could be a poor preservice teacher education system. Temesgen (2017) study indicates that candidates could lack sufficient understanding of English language teaching methods and teaching practice courses in their preparation.

Dereje's (2012) study on policy practice in preservice teacher preparation reveals that the cause of ineffectiveness is the inadequacy of teacher preparation curricula that fail to equip candidates with English language proficiency and teaching skills.

The aforementioned studies didn't stick to assessing the effectiveness of English language teacher preparation courses as a cause of graduate English language teachers' ineffectiveness. This study opted to assess the effectiveness of the subject area and the English practicum courses offered to prepare English language teachers at the study college. Other common and professional courses were not considered in the assessment because the teaching of these courses separated candidates' learning from the language they were being prepared to teach (Byrnes, 2009). He also explains that courses' evaluation examines the relevance of courses' objectives, contents, teaching methods, assessment methods, and teaching materials. Ur (1991) also asserts that assessing courses' effectiveness involves analysing clarity of objective, coherence of contents, relevance of contents, fluency practice for all language skills, and adequacy of direction for both teachers and learners. Further, Ping (2015) mentions that course effectiveness evaluation addresses scrutinising the balance of major courses, relevance of pedagogy subjects, and managerial competencies in course provision. This study aimed to assess the responsiveness of course objectives, adequacy of major courses, time allotted to courses, distribution of subject courses, relevance of delivery, and assessment method, and the emphasis given to

English practicum courses because Sari (2021) asserts that effective practicum course provision involves the teaching quality of both theory and practice of the course to ensure candidates' knowledge and teaching skills. As this study focused on the effectiveness of major and practicum courses given to preservice English language teachers' competency development, the following questions will be answered in the course of the study:

What is the effectiveness of major courses offered to preservice English language teachers' to equip candidates with subject knowledge and language proficiency?
How much teacher candidates' practicum course preparation and teaching is useful to develop teacher candidates' teaching skills?

MATERIALS AND METHODS

The study used a qualitative case study research design to make a close analysis of the variables of the study in a natural context (Starman, 2013). Since this study aimed to assess the effectiveness of major courses and English practicum courses offered for preservice English language teacher preparation, the case study design was chosen based on the intent of the study, which is evaluative (Merriam, 1998). The evaluative case study design also helps to find rich and in-depth information that enables the determination of the effectiveness of the courses (Bassey, 1999). The evaluative case study design employed an in-depth review, description, and analysis of the course documents and teacher educators' interviews (Merriam, 1998). According to Merriam, a

case study design is suitable because the study is concerned with studying the process and programme, like a teacher preparation ram. Further, the case study data help to identify occurrences that are missed by the statistical approach.

Participants in the study

The participants in the case study are the entities that formed the studied case. A case is a phenomenon with defined boundaries that the researcher studies (Merriam, 1998). The case study in this research is the effectiveness of major and practicum courses offered for English language teacher preparation. Participant selection involves specifying the context and entities of the case. The context is Nekemte Teachers' Education College in Oromia. The entities in the case (Gerring & Cojocaru, 2016) are major area courses, practicum courses, teacher candidates, and English language teacher educators.

This case study considered reviewing the preparation courses and interviewing English language teacher educators to assess the course effectiveness. The entities in the case study are selected using different selection methods. The pragmatic selection method involves time, money, access, experts, and theoretical prominence factors in the case (Seawright & Gerring, 2008). The purposive selection method is a method that addresses the richness and relevance of information to the research questions (Jones, Torres, & Arminio, 2006). The relationship selection method is a method that considers the relevance of entities to the research topics (Gentles et al., 2015). The researcher used

purposeful and relationship selection methods to select entities for this study (Gentles et al., 2015). All five English language teacher educators were interviewed with comprehensive sampling methods to elicit their opinion on the courses because they are part and parcel of preparing and teaching them. The English major and practicum courses were reviewed with purposive sampling to see their effectiveness because they have a direct relationship with the case studied.

Instruments

This study used document analysis and semi-structured interview data tools. The course documents involve a course breakdown, modules of major area courses, and English practicum courses. The course breakdown was reviewed to see the balanced distribution of major courses in the study semesters. Major area courses were reviewed to see the responsiveness of course objectives to candidates' needs, the adequacy of the courses, and the relevance of delivery and assessment methods. The practicum course was reviewed to see how useful it is in preparing an English language teacher. Semi-structured interview questions were devised based on a review of the literature (Busetto, Wick, & Gumbinger, 2020) to elicit English teacher educators' opinions and get insights into the courses' effectiveness. This method was used to elicit teachers', based on a predetermined thematic framework, open questions. Further, it allowed the researcher to ask the interviewees flexibly and adaptably. The researcher used open-ended questions designed within a framework of themes related to the study topic.

Two assistant professors in TEFL edited the questions for their relevance to the research question and their wordiness.

Data Collection Procedure

The researcher wrote a consent letter to the study committee to get permission. The data collection began with assessments assesmbling programme preparation, course breakdowns, and course modules and syllabus documents from teacher educators and the English department. Then, the researcher interviewed English subject teacher educators on their free time about the major courses adequacy and effectiveness. Finally, the researcher interviewed teacher candidates during their free time at the college to get their opinion about their courses. The co-data collector recorded on a mobile phone while the researcher took notes simultaneously.

Data analysis

The researcher carefully reread and reviewed course documents (curriculum framework, course modules, and course breakdown) to get an overview. Then, the courses were analysed using the (Stufflebeam, 2003) evaluation component framework (context, input, process, and product) on the course objectives' responsiveness to candidates' needs, the adequacy and distribution of major courses in the study semesters, the relevance of delivery and assessment methods, and the incorporation of course policy. The practicum courses were also skimmed, reread thoroughly, and notes made concerning the research question. Finally, the researcher listened repeatedly to the recorded interviews on mobile and transcribed them using the intelligent transcription method (Rincon, 2018). Then, the researcher used the (Braun & Clarke, 2006) thematic data analysis method for analysing teacher educators' interview data on course effectiveness. The transcription helped the researcher familiarise himself with the overviews of the data. The researcher generated codes for similar segments in the data and searched themes based on similar codes. Then, the researcher reviewed the themes and defined and grouped common themes in line with the research questions. Finally, the researcher produced the report of the study to document data on course effectiveness.

RESULTS AND DISCUSSION

Results

This section presents data collected on the effectiveness of English major and practicum courses offered for English language teacher preparation. The data were drawn from the teacher education curriculum framework, course modules, course breakdowns, and interviews with English language teacher educators. The data presentation followed the (Stufflebeam, 2003) evaluation model components: context, input, process, and product as frameworks.

Major area courses

The presented data focused on the responsiveness of courses' objectives, adequacy of major courses, time allocated to courses, distribution of major courses, relevance of delivery, and assessment

methods in the major courses offered for preservice teacher preparation.

Context Evaluation

The evaluation focused on assessing the responsiveness of courses' objectives to the professional needs of teacher candidates. Responsiveness of course objectives refers to the clarity, relevancy, and practicability of the objectives in achieving teacher candidates' professional needs. The courses were categorised as subject area and subject teaching method courses.

a. Subject Area Courses
The review of teacher candidates' language courses shows that the courses intend to build up teachers' subject knowledge, language proficiency, and knowledge of language systems and literature.

For instance, a review of Eng 212, Listening Skills course syllabus and modules states that the course aims to enable teacher candidates to comprehend short listening texts formally, follow informal spoken interaction, listen to lectures and identify major points, use listening as a strategy for learning languages and for academic purposes, and be aware of different listening micro-skills to achieve different purposes.

Besides, the Eng 224, Reading Skills course syllabus and module review show that the course objectives target addressing English language teacher trainees' needs. The course aims to enable candidates to read texts at an appropriate speed based on purpose, develop an awareness of reading styles, strategies, and sub-skills, be able to apply reading styles, strategies, and sub-skills appropriately in independent reading, and find the meaning of unknown words using a variety of approaches.

The review of Eng 225, Basic Writing Skills, course syllabus, and module indicates that the objectives of the course are clear and practicable in responding to teacher candidates' professional needs. The course aimed to develop candidates' ability to write sentences and paragraphs, identify and correct sentence errors, enhance skills in process writing, improve the ability to identify crucial components of a good paragraph, and develop skills in using different paragraph development techniques to address candidates' professional needs in the area.

Further, reviewing the Eng 313, Spoken English I course syllabus and module demonstrates that the course aims to respond to preservice English language teacher candidates' needs. The course intends to enable candidates to communicate with others in situations such as greeting and parting, introduction, expressing likes and dislikes, asking for and telling time, expressing opinions, requesting and offering help, giving orders, asking for and giving directions, and asking for and making suggestions. Besides, the course targets developing their confidence in speaking English, conversing with people with a reasonable degree of fluency and accuracy, and understanding and reacting to others' speeches on various occasions.

In addition, the Eng 217, Linguistics for Primary School Teachers course syllabus and module review denote that the course intends to help trainees internalise fundamental facts about the language nature and unique nature of letter-sound correspondence in English speech sounds. Besides, it aims to allow trainees to use appropriate English sound sequences to form words, identify the International Phonetic Alphabet symbols, transcribe simple words, recognise different word-formation processes, and use knowledge of morphology and syntax to construct error-free sentences.

Moreover, Eng 328. Children Literature for Language Teaching course syllabus review shows that the course aims to familiarise candidates with

different literary genres used as instrumental in teaching English. It also plans to empower candidates to use different stories, tales, fables, etc. in teaching English to the lower grades. Finally, it aimed to enable trainees to read stories to children in a dramatised way with reasonable fluency, accuracy, and expression in teaching English.

Furthermore, reviewing Eng211, Teaching English as a Foreign Language in Primary Schools course syllabus and module reveals that the course aims to help trainees understand a comprehensive picture of the theoretical foundations of language teaching and learning and using different teaching methods for primary schools. In addition, the course aims to enable trainees to use relevant techniques and strategies in students' real-life contexts: language level, age, background knowledge, interests, and learning styles for primary school English language learners.

A review of the courses' objectives shows that the stated objectives of the aforementioned courses are clear, relevant, and practical to respond to English language teacher candidates' professional needs in teacher preparation.

b. Subject Teaching Methods course

These courses are offered to develop teacher candidates' discipline-specific teaching skills. The ELTM 210 course syllabus and module review show the course intends to develop candidates' teaching listening, speaking, and vocabulary skills and understand various language learning theories, principles, lesson preparation skills, and learners' assessment skills on listening, speaking, and vocabulary. Besides, ELTM 220, course syllabus, and module review indicate that the course aims to help trainees identify and remedy how to teach reading, writing, and grammar, manage classes, prepare lessons, use teaching aids, and assess learners' progress. The ELTM 320 course syllabus and module review show that this course intends to make trainees understand how to teach language skills and sub-skills integratively and interactively

at primary schools. Besides, the course plans to enable trainees to develop valid and reliable language tests for all the language skills. The review of subject teaching courses demonstrates that the courses' objectives are clear, relevant, and feasible to address English language teacher candidates' needs.

Input Evaluation

This aspect of evaluating the course focuses on analysing the adequacy, distribution of subject area courses, and time allotted. The data was drawn from the course breakdown of the department, the course modules and syllabus, and teacher educators and teacher candidates' interviews.

Adequacy of Subject Area Courses

The adequacy of major area course analysis involves assessing the balance and ratio of English major courses offered to teacher preparation. The course breakdown shows that the department has 42 total courses, of which 15 are major area courses (12 subject areas and 3 subject teaching methods) in six semesters of study. A review of the teacher preparation curriculum framework demonstrates that emphasis is given to professional courses and practices to allow sufficient time for analysis, reflection, and modelling of active learning on basic teaching skills (MoE, 2013; p. 8). Further, English language teacher educators' reflection indicates that the department focuses on non-major area courses rather than subject courses to prepare preservice English language teacher candidates. For instance, college teacher educator one(CT1) asserts that "the language teacher preparation gives more emphasis to

pedagogy and common courses as compared to major area courses. CT5 explains that the English language course offering gets less emphasis in the training process despite teacher candidates seeking to improve their subject area knowledge, language proficiency, and confidence in English. Teacher candidate seven (T7) also reflected that pedagogy and subject teaching courses are emphasised because the courses are repeatedly taught both in English and the local language.

The above presentation shows that subject area courses are inadequate in ratio to preservice English language teacher preparation as compared to non-major courses. Besides, teacher candidates get fewer chances to gain subject matter knowledge and language proficiency because more non-major area courses are emphasised.

Distribution of Subject Area Courses

The distribution of major courses involves how major courses are organised, keeping their prerequisites in candidates' study semesters. The course breakdown review shows that the department has offered 15 major courses distributed over six semesters of study. There is no major area of course teaching in the first two semesters. Major course teaching begins with five content courses and two teaching method courses in the second year. The seven major area courses and one subject teaching method course are given in the third year of study. Further, the subject teaching courses' coherence and continuity were distorted. For instance, the English Language Teaching Method (ELTM)

320 course is offered without its prerequisite continuity with the ELTM 220 course.

Teacher educators' reflections on the distribution of major area courses indicate that major courses are thinly distributed within study semesters of teacher preparation. For instance, college English language teachers five, three, and four assert that "the major area courses are integrated but thinly distributed with common and professional courses taught in the local language" to prepare English language teachers. CT4 specifies that "subject teaching method courses lacked continuity in their distribution".

This indicates that the distribution of major courses in English language teacher preparation is thin as compared to non-major area courses taught in the local language. Further, teaching method courses are not coherent because they didn't keep their prerequisites in the study semesters. This could be the cause of candidates' poor subject knowledge and language proficiency when they graduate from teaching the language.

Time Allotted to Major Courses

A review of the course breakdown on the time allotted to the English major course demonstrates that the curriculum has a total of 111 credit hours with 42 credit hours of subject area in six semesters. The time allowed for 12 subject area courses and 3 subject teaching courses is 35 hours and 8 hours, respectively. For instance, courses like Eng 212, Eng 224, Eng 225, Eng 313, Eng 327, and Eng 328 have 3 credit hours per week. However, the time allotted to Basic Linguistics for Primary School Teachers, Eng

217, and Children's Literature for Language Teaching, Eng 328, has three hours each to enrich candidates' language proficiency. This indicates the time given for linguistic and literature courses doesn't fit the profundity of the contents of the courses.

Furthermore, reviews of the time allotted to subject teaching methods (ELTM 210, ELTM 220, and ELTM 320) indicate that the course modules of each three-course course have 3 hours per week. However, the course breakdown shows the ELTM 320 course has 2 credit hours. Further, the course syllabus for these courses allotted 4 hours for each. This indicates that there is a discrepancy in time allocated to courses' syllabus designers, course module writers, and course break-downs. This could affect the effectiveness of the courses that candidates should take.

Relevance of Course Contents

This presents content relevance with the courses' topics, activities, and assignments. For each course title and the course code used, look in the appendix, page 19. A review of Eng 211, the course syllabus and module, shows that the contents involve concepts of language, language learning and teaching, first language acquisition theories, language teaching method theories, learner autonomy, and the multiple intelligences of primary school learners. Besides, Eng. 327, course syllabus and module analysis indicates that the course contents deal with the features of the language syllabus, the principle of material selection, adaptation, gradation, evaluation of ELT materials (listening, reading, speaking, writing, vocabulary, and grammar activities),

and how to evaluate ELT textbooks and teacher guides (vocabulary activities and criteria for evaluation, practice, and presentation of English teaching materials). The two courses' reviews show the contents address enhancing English language teachers' language teaching and activity preparation skills.

Further, Eng 224, course syllabus/module review, shows the course contents comprise concepts of extensive reading, purposes of extensive reading, operation of extensive reading, the concept of intensive reading, purpose of intensive reading, and reading texts intensively. Besides, the contents address techniques of word attack skills, prediction in text, prior knowledge use, text-based inference, scanning, and skimming text contents. Besides, a review of Eng 225 shows that the course contains contents like controlled and guided writing, sentence structure, common sentence errors, components of the paragraph, methods of paragraph development, and qualities of good paragraph contents. The two courses' contents are relevant to language teachers' preparation needs to teach reading and writing skills.

Moreover, Eng 217 course syllabus review shows that the contents include a definition of language and linguistics, universal features of language, English sounds, phoneme concept (phones, phonemes, and allophones), syllable structure, supra-segmental (tress and intonation), word structure (morph, morpheme, and allomorph), word formation (tense, plural, negative, compounding, abbreviation /acronyms), clipping, and syntax(English phrases and sentences). The Eng.328 course

review shows that the course contents are: definition of literature and children's literature; characteristics of children's literature; literature genres (stories, folktales, fables, riddles, proverbs, etc.); elements of children's narratives (setting, character, plot, theme, conflict); and techniques (figurative speech and register) in children's literature. The review of the course indicates that Eng217 and Eng 328 contents have a relationship with English language teacher trainees' needs in developing teachers' language awareness, pronunciation skills, and teacher teaching skills.

In addition, a review of the ELTM 210 course syllabus and module shows that the contents deal with approaches to language teaching, communicative approach, motivation, intelligence, language learning age, learners' autonomy, learners' learning style, and strategy. The course contents deal with the nature and purposes of listening, listening situations, listening strategies, stages of teaching listening, and preparing listening activities and tests. The course covers the nature of oral communication, techniques of teaching speaking, preparing speaking activities, ways of learning vocabulary, techniques of teaching vocabulary and preparing vocabulary activities, and test contents. Further, the ELTM 220 course syllabus and module review show that the course contains purposes for reading, types and strategies of reading, stages of teaching reading, preparing reading activities, and tests on reading contents for primary-level teacher preparation. The course also includes writing techniques, preparing writing activities and tests, teaching writing through controlled, guided, and free activities, the definition of grammar, grammar teaching, and preparing grammar activities and test contents. The

ELTM 320 course module review reflects that the course contents involve techniques and procedures of teaching language integratively, classroom organisation, task assignment, managing disruptive students, lesson plans to integrate language skills, micro-teaching from grade 1–8 lessons, reflection on practicum experiences, test preparation, and administration contents. The analysis of each subject teaching method course indicates that its contents are relevant to addressing language teachers' professional needs.

Process Evaluation

The process evaluation data show the relevance of the delivery and assessment methods of the analysed sample courses. The delivery methods involve theoretical and practical aspects of course teaching, whereas the assessment methods address the existence of classroom-based activities (microteaching, presentations, etc.) and teaching practice (mentoring and planning lessons) in checking teacher candidates' progress in the course.

1. **Delivery Method**

Sample major courses like Eng 211, Teaching English as a Foreign Language in Primary Schools course syllabus, and module review show that the course involves gapped lectures, pair and group work, individual work, whole-class discussion, role play, presentations, interviews, and project delivery methods. The four chapters in the course launch with the same delivery methods. Besides, Eng 212, Listening Skills course review indicates that the two chapters of the contents suggest practice in the language laboratory using

audio-visual materials, gapped lectures, and pair works (comparing information). Units one and two of the course module contents commence individual delivery modes of teaching in pre-listening and post-listening activities. This implies that the two courses suggest the same delivery methods for all content, regardless of the unique nature of each content that governs the type of delivery method used. For instance, the listening course needs live listening sources and exercise delivery methods, but this was not included.

In addition, a review of the Eng 327, Material Preparation and Analysis course syllabus indicates that the course suggests gapped-lecture individual/pair/activities, whole-class discussion, reflection, presentation, and demonstration delivery methods for all chapters. The course module shows that unit one of the course commences pair work activities, while units two, three, five, and seven suggest individual work. Yet, unit four suggests group work, while units six and eight recommend individual and group work delivery methods. This implies that though the material preparation and analysis course requires practical implementation of material selection, evaluation, and adaptation, the course misses practical delivery methods of teaching. Besides, there is a discrepancy between course modules and course syllabus writers because both suggest different delivery methods.

Moreover, the Eng. 224, Reading Skills course syllabus suggests gapped lecture, pair work, group work, individual work, whole-class discussion, reflection, presentation, and demonstration delivery methods in all five chapters of the contents. The course module review shows that it suggests individual work, pair work, think-pair-share, and group work delivery methods. This shows that the suggested teaching methods for the contents didn't consider the nature of the course contents. Despite the fact that course reading (silent reading) requires a practical aspect of developing trainees' reading skills through various reading approaches, the gapped lecture, whole-class discussion, reflection, and presentation delivery methods are irrelevant to silent reading skills.

Further, the Eng 313, Spoken English I course syllabus and module reviews reveal that the course suggests gapped lecture, pair/group work, individual work, whole-class discussion, reflection, presentation, and demonstration delivery methods for all five chapters of the course. This indicates that course materials suggest similar delivery methods for all contents of the course. However, each course unit's contents have a different nature, and their delivery methods also vary.

On top of that English Language Teaching Method, the ELTM 210 I course module review shows that lecture, microteaching, demonstration, portfolio, reflection, peer evaluation, presentation, debates, and pair and group work methods are the course contents. Besides, ELTM 220 II course module analysis indicates that the course suggests individual work, group discussion, think-pair-share activity, micro-teaching, demonstration, and pair work teaching methods in unit one. Unit two of the module suggests pair discussion,

think pair share, demonstration, group discussion, and micro-teaching delivery methods, while Unit three of the module commences individual activity, role-play, pair discussion, modelling, and micro-teaching delivery methods to the contents. This implies that the suggested delivery methods for the two subject teaching methods courses are relevant to the nature of the course contents.

2. Assessment Methods

The other point of process evaluation considered was analysing the relevance of assessment methods suggested in the courses to check trainees' learning progress for sample subject matter and subject teaching courses. For instance, a review of the Eng 211 course syllabus indicates that the courses suggest self-assessment, presentation, quiz, reflection, and written exercise assessment methods. However, the course module has no specific assessment methods for the course. This implies that the syllabus designer and module writers for the course don't read each other. Besides, the course module didn't suggest assessment methods that teacher trainees need to learn and exercise to use in their future teaching careers.

Besides, Eng. 327-course syllabus review shows that the course has reflection, peer assessment, quizzes, portfolios, and self-assessment methods for trainees' progress evaluation. The course module has not suggested any assessment methods for teacher trainees' progress. This indicates that the course lacks practical evaluation on how to develop trainees' professional knowledge and skills in material preparation, selection,

adaptation, evaluation, and gradation in their future teaching. Further, the Eng.212 course syllabus review reveals that the course does not suggest assessment methods for teacher trainees' evaluation in the listening skills course. However, the course module suggests individual listening tests, group assignments, and mid-exam and final exam assessment methods. This shows that though the course module writer suggests assessment methods, the syllabus designer and module writers don't read each other in the course preparation to teacher preparation. In addition, the Eng 225 course module suggests continuous assessment techniques: writing capitalization, punctuation marks, error-free sentences, well-organised paragraph development, and final examination. This shows that the course recommends various assessment methods that check trainees' progress in the course. Moreover, a review of Eng 217 and Eng 328 course syllabi suggests oral presentations, written reports, participation, and reflection assessment methods for all contents of each course. This shows that the two courses suggest the assessment techniques arbitrarily, regardless of the course contents' nature of evaluation.

What's more, reviewing the ELTM 210 course module suggests portfolio development, mid-exam, micro-teaching, assignment, and final exam assessment methods to assess trainees' minimum learning competency attainment in the course. Besides, the ELTM 220 course module also recommends lesson preparation, portfolio development, peer teaching practice, reflection, and final exam assessments to check trainees' learning competency. ELTM 320 course module review indicates that the course also suggests

portfolio development, classroom participation, oral presentation, mid-exam, microteaching, assignment, and final exam assessment methods to check trainees' minimum learning competency in the course. This implies that the three English subject teaching methods courses suggest theoretical and practical assessment methods to evaluate trainees' progress in the courses.

Product Evaluation

The product evaluation data on course effectiveness addresses the incorporation of course policy works that include attendance, grading scales, and academic integrity into the courses, whereby the courses are expected to inform teacher candidates and teacher educators on how to accomplish their responsibilities in the course.

Attendance Policy

The first course's effectiveness depends on the incorporation of an attendance policy into the course to regulate teacher candidates' participation in the course work and teacher educators' monitoring methods. For instance, reviewing the subject area and subject teaching method course modules shows that the courses do not consider the attendance policy that controls teacher candidates' involvement, commitment, responsibility, and consequence of missing any activity of the course work.

Integrity Policy

The integrity policy for each course reminds candidates of the academic dishonesty consequences of various works, the effort teacher candidates exert to study, and the focus they should give to achieve the course objective in the course offering process. A review of all major courses offered to teacher candidates showed that they do not place value on missing assignments, exams, records of classroom activities, teaching practice, ill-discipline, and disruptive behaviours the teacher candidates may exhibit during the course work.

Grading Policy

The data on the grading policy presents a description of each point and grade scale that candidates need to know earlier in the course. Reviewing the course modules shows that they do not add in the course grading policy that gives teacher candidates the description of points, percentages, and marks for each assessment and letter grade scale.

This implies that the course module writers don't value course policy incorporation, which governs trainees' engagement in the course work and controls candidates' participation and responsibilities in the course offering process for the effective implementation of teacher preparation.

Practicum Courses

The data on the practicum course's effectiveness presents evaluations in various situations. The review of practicum courses for English language preservice teacher preparation shows that the programme offers five practicum courses. The practicum course data presentation followed context, input, process, and product evaluation components.

The context evaluation addresses practicum course responsiveness to English language candidates' professional needs. The practicum course was designed to develop candidates' English teaching experiences. The review of the Prac-341 course module shows that practicum courses offered for English language teacher preparation are prepared and taught in the local language by non-English subject teacher educators. The objectives of the practicum course offered to English teacher candidates seem to deviate from enhancing language teachers' teaching and language skills because the course teaching separates candidates' learning from language learning. This implies the practicum course offering is not responsive to candidates' professional needs in their field because the course is not offered in candidates target language teacher preparation.

Further, as input evaluation, a review of the practicum course shows that the practicum course provided to English major teacher preparation was not enough to equip English language candidates' teaching skills and language improvement because the course activities were prepared and performed in the local language. The course work and the experience they need to develop in the target language, for example, in preparing lesson plans and teaching practice, lack connection. This implies that practicum courses' preparation and teaching didn't give English major candidates chances to exercise their teaching in the target language.

Besides, the time allocated to practicum course teaching lacked efficiency. A review of the course breakdown shows that the time

allocated to Practicum I is one credit hour, Practicum II is two credit hours, Practicum III is three credit hours, Practicum IV is six credit hours, and Practicum V is three credit hours. The time allotted to each course lacks relevance to the course contents' profundity, like in practicum IV, which is taught in a block course with six credit hours. Besides, the Practicum V course involves practice teaching, action research, portfolio writing, and reflective practice to achieve the objectives of the course, but the course is allotted three credit hours to complete in six weeks. Candidates' reflections showed that the time allotted to practicum V is too short to accomplish the course activities.

Furthermore, the process evaluation of practicum courses addresses the courses' delivery methods and assessment methods. Teacher candidates are oriented to perform all activities of the courses (practically and theoretically) in the local language, despite being prepared to be English major teachers. A review of the courses' breakdown shows that practicum course activities are performed in the local language. An analysis of the practicum IV course (Prac-341) shows that practicum I and practicum II taught students in the local language how to do activities and assessed their performance in the local language. In Practicum III, the module focused on what to do with classroom teachers teaching at schools. Candidates are assessed on what they did in the local language in the course. The module offered a written guideline handout on how to do action research projects, reflect on teaching practice, and develop a portfolio in the written framed

handout in the local language. However, candidates prepared lesson plans and conducted independent teaching in the English language. This indicates a practicum course offering separate candidates' practices in language teaching and target language use. Candidates did not get a chance to experiment with their language and do activities in English teacher preparation.

In addition, in product evaluation, reviewing the Practicum IV course shows that the course materials don't incorporate course policy. The course does not have course grading or an academic integrity policy that informs the responsibility of teacher candidates and teacher educators. This shows that the emphasis given to regulating candidates' involvement in practicum courses is weak, though the course is an essential component of teacher preparation.

Discussion

The findings of reviewing sample subject areas and subject teaching methods indicate that courses' objectives are relevant, clear, and feasible to respond to teacher trainees' needs in academic knowledge and language teaching skills. This is similar to what Zhang (2008) describes: the objective of giving subject matter courses to language teacher trainees is to build up trainees' language proficiency, knowledge of language systems, and teaching skills because subject matter courses are core for initial English as a foreign language teacher development in teacher preparation (Wedell, 2004). Ur (1991) also explains that the primary reason for giving courses to

teacher preparation is to develop English language teacher trainees' knowledge in teaching English and to work competently and thoughtfully.

The finding on major area courses' adequacy shows that the major area courses offered to English teacher candidates are inadequate in ratio to developing candidates' subject knowledge and subject teaching skills. Besides, the major area courses offer less emphasis as compared to non-major area courses in English as foreign language teacher preparation. This matches with what DeLima (2001) describes: though subject matter knowledge is fundamental to English as a foreign language teacher preparation, English language teacher candidates spend much of their time studying other subjects than foreign language courses. Murdoch (1994) also explains that the teacher preparation curriculum for English as a foreign language requires teachers to focus on the candidates' language development courses as the central theme of preparation. According to Cetivanci and Yavuz (2011), it is difficult for language teachers to judge whether they are competent enough to teach the language effectively and confidently without their subject-area knowledge. The researcher shares this view that if a teacher lacks enough subject area knowledge, she or he can't plan on what he or she wants to teach students. Since teaching involves helping what the students want to learn, knowing the subject matter is the central requirement for language teachers and determines teachers' confidence to react to students' questions and help learners develop language proficiency. This implies that subject

course inadequacy is one of the causes of the ineffectiveness of graduated English language teacher candidates.

The finding of subject area courses' delivery methods indicates that some courses have gaps because they suggest the same delivery methods for all contents, despite the contents' nature being varied. For example, the Material Analysis and Adaptation (Eng 327) and Reading Skills (Eng 224) courses suggest theoretical delivery methods, though the courses need candidates' exercises practically for their future teaching. This mismatches with what Kumaravadivelu (2006) states: courses' delivery methods need to help trainees exercise in their preparation to achieve the stated or unstated objectives of the courses. Deacon (2016) also points out that initial teacher trainees require subject matter teaching skills that enable them to address different contents and give enough practice in the teacher preparation process.

The finding on the assessment method of the sample major course review shows that the suggested assessment methods are most relevant to the contents' nature. For example, the Eng 211 course suggests self-assessment, presentation, quiz, reflection, and written exercise assessment methods. The Eng 212 course's assessment methods also involve individual listening tests, group assignments, mid-exams, and final exams. Further, the Eng 225 course suggests capitalization, punctuation marks, error-free sentence writing, well-organised paragraph development, and final examination assessment methods. This matches with what Khodabakhshzadeh, Kafi, and Hosseinni (2018) describe, saying that the

courses need to suggest the methods that teacher educators' use based on the nature of contents, teaching, and learning to assess what goes right or wrong and make continuous improvements in teacher candidates' learning. The MoE (2013) also suggests that formative assessment methods involve a variety of techniques that serve as assessments for learning in primary school teacher preparation.

The findings on the courses' policy incorporation show that the courses have no attendance policy that monitors teacher trainees' involvement in and accomplishment of the courses' activities. This might weaken candidates' participation and commitment to the courses' work. This idea matches with what Parkes and Harris (2002) state: that missing the attendance policy in the course materials reduces the responsibilities, commitment, and engagement of candidates and teacher educators in various activities of the courses, so that trainees get poor preparation for the courses. Further, all courses have no academic integrity policy that creates candidates' awareness of the wrong acts in the course work. This causes trainees to copy others in their assignments, work, and exams without understanding the courses. Clariana, Badia, and Cladellas (2013) explain that courses that have no integrity policy make candidates lose deep concept learning in their courses to change their lives and mature their personalities. This creates deceiver learners who fail to get the required knowledge and professional skills from the courses. Moreover, the course modules have no grading policy that enhances candidates' effort, commitment, and motivation for the coursework. This is

similar to what Parkes and Harris (2002) say: that grading policy determines trainees' work quality, how trainees study, what they need to focus on, and the level of their involvement in the course work. For instance, if trainees are informed of the mark weight for each assessment, the scale of grade letters, and the baseline passing grade for the course, they are highly motivated to focus on and be involved in the learning process.

The finding on the English language practicum course offering shows that the teacher preparation programme gives insignificant focus to the courses' preparation and teaching in enhancing teacher candidates' preparation. The objective of practicum courses is to improve candidates' practices in teaching language courses. Teacher candidates were instructed to learn and do course activities, separating them from target language learning. This contradicts what Delaney (2012) asserts: that English practicum courses are expected to make candidates teach in English and interact with EFL teachers in an instructional setting so that candidates understand the nature of English teaching and develop language proficiency. Candidates' practicum course work is isolated from their language learning and the medium of instruction used to plan and conduct independent teaching (Byrnes, 2009). Nguyen's (2017) comparative study where English teacher educators used more Arabic language in one class and English medium of instruction in the second class during practicum course sessions shows candidates' in intensive Arabic language use class were unable to speak English fluently while the intensive English use class shows better performance. This shows that segregating practicum courses from candidates' target language learning and use is one of the factors that affect graduate language teachers' effectiveness.

Besides, the participants' interview findings show that the emphasis given to candidates' teaching practice is very low because non-subject area mentor teachers and supervisors are randomly assigned to give professional support to teacher candidates, so that the English language candidates give less value to their practicum teaching. This mismatches with what Nguyen (2017) states: EFL teacher trainees get grounding in subject knowledge and teaching skills when they get professional support from English subject supervisors and mentors during teaching practice. Delaney (2012) also asserts that mentors are expected to have relevant and rich professional knowledge in the target language to support English language teacher candidates' teaching practice. Further, Aglazor (2017) explains that teacher candidates are expected to be paired with competent, knowledgeable, and concerned supervisors and mentors who help candidates in the full range of their duties during teaching practice time. This implies that the weak mentoring and supervision practices implemented during teaching practice are one of the causes of graduate candidates' poor performance in teaching skills.

CONCLUSIONS

The study assessed the effectiveness of English major areas and English practicum courses to

produce competent and proficient English language teachers in teacher preparation. The finding shows that teacher candidates' subject matter and subject teaching method courses were inadequate to develop English language candidates' subject knowledge and subject teaching skills. Besides, the major area courses were thinly distributed in the study semesters of teacher preparation. The time allotted to linguistic and literature courses were too short to give detailed information about the courses to teacher candidates. Further, major area courses did not have a course policy that determined trainees' commitment, involvement, responsibilities, and accomplishment of the courses' activities in learning to teach. Moreover, the teacher preparation programme gave insignificant emphasis to English practicum course preparation and teaching the candidates because the courses were prepared and offered in the local language by non-English language teachers. It was identified that teacher candidates' subject area courses and practicum course provision practices are the cause of candidates' ineffectiveness in subject knowledge, language proficiency, and teaching skills.

Recommendations

Based on the above conclusions drawn, the study made the following suggestions to lighten the gaps concerning the courses' effectiveness: First, it would be better if the English language department improved the major area courses ratio with non-major courses offered to develop candidates' subject matter knowledge, language proficiency, and teaching skills. The linguistic and literature courses have to be added to the English language teacher preparation courses. The courses' modules need to have course policies to

enhance candidates' commitment and responsibility in the process of course study. Besides, the English language department should give emphasis to English practicum course preparation and teaching and candidates' independent teaching practice to improve English language teacher preparation quality.

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DECLARATION

The authors declare that there is no competing interest.

DATA AVAILABILITY STATEMENT

All data are available from the corresponding author upon request.

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