CHAPTER SIX: SUMMARY OF FINDINGS, IMPLICATIONS AND CONCLUSION

6.1 Introduction

The final chapter deals with the summary of the findings, implications for practice, suggestions for further research and conclusions drawn from the findings.

6.2 Summary of Findings

The findings of this study show that some of the standards in the four domains are available to some extent. In other words, this study reveals that the PELTEPs in the colleges of education at Aden University have some significant features in certain aspects and shortcomings in others. It also indicates that there are some average characteristics in these programmes.

In this chapter, the results of the study are categorised into four sections according to domains of a new evaluation model: Educational purposes, Educational experiences, Teaching strategies and Evaluation methods. The results of this study show the four evaluation domains separately.

6.2.1 Findings Related To Educational Purposes Domain

In this section, triangulation of data gathered about educational purposes domain reveal that aims and objectives of the PELTEP’s curriculum are not clearly and specifically identified. The teacher-educators’ perceptions collected by a
questionnaire, interviews, open-ended questions and essay questions about the aims and objectives of the PEFLTEP curriculum are clearly and specifically identified and consistent with the rest of the elements of the curriculum (content, methodology and evaluation), realistic, achievable and partially broad. In contrast, the student-teachers’ perception obtained through a questionnaire, interviews, open-ended questions and essay questions about the aims and objectives of the PEFLTEP curriculum are stated that the objectives of curriculum are not clearly and specifically identified and not consistent with the rest of the elements of the curriculum (content, methodology and evaluation), not realistic and achievable and not broad. In other words, the findings suggest that though the PEFLTEPs in the colleges of education at Aden University achieve some of their aims and objectives, they fail to achieve all of them. More specifically, the student-teachers say the PEFLTEPs fail to realise the aims and objectives which are related to English language skills (reading, writing, listening and speaking).

6.2.2 Findings Related To Educational Experiences Domain

In terms of educational experiences domain, the results of the study indicate that disciplinary knowledge standard is partially available in curriculum’s contents of the PEFLTEPs. Student-teachers and teacher-educators agree that curriculum’s contents develop communicative English language skills (reading, writing, listening and speaking). However, the results show that teacher-educators believe that curriculum contents provide the student-teachers with the knowledge of language
(phonological, morphological, syntactic and/or semantic systems), while the student-teachers believe the opposite.

Regarding technological pedagogic content knowledge standard, the content of the PEFLTEPs do not provide the student-teachers with classroom management methods and modern theories of curriculum. Generally, the student-teachers also say that the PEFLTEPs courses contents are not periodically revised.

### 6.2.3 Findings Related To Teaching Strategies Domain

In the third section, teaching strategies domain are not focused on encouraging student-teachers to reflect on what they learn and how they learn it. Both the student-teachers and teacher-educators agree that the mostly used method is student-center method. The results of this study indicate that the materials are not sufficient for all English language skills (reading, writing, listening and speaking). In addition, the student-teachers believe that the content of the PEFLTEPs do not employ authentic materials in teaching such as menus, newspapers, magazines and advertisements. However, the interview results show that the teacher-educators do not find materials sufficient for all English language skills (reading, writing, listening and speaking).

### 6.2.4 Findings Related To Evaluation Methods Domain

Finally, as for evaluation methods, triangulation of the data show that evaluation do not focus on learning through various methods of evaluation such as continuous, formative and summative. In addition to that the evaluation methods used
do not probe the student-teachers’ abilities to demonstrate depth, flexibility, and application of learning.

6.3 Implications Of The Study

Based on the results of the study, the following recommendations can be made for the improvement of the PEFLTEPs in the colleges of education at Aden University. These recommendations may be considered when revising the PEFLTEPs’ courses offered in the colleges of education at Aden University in future.

1. When designing, changing or developing the PEFLTEPs’ courses, analysis of needs should be conducted first to identify the future needs and expectations of the student-teacher and the requirements of PEFLTEPs. To achieve this, it is highly recommended to form a committee called ‘Development Curriculum Committee’, consists of four sub-committees, namely ‘Linguistics Courses Committee’, ‘Literature Courses Committee’, ELT Methodology Courses Committee and ‘Professional Courses Committee’. All teacher-educators should be the members of sub-committees and a representative from each sub-committee should be a member of the ‘Development Curriculum Committee’. Each sub-committee should provide detailed report. The duties of sub-committees can be as follows:

   i. Formulating aims of the programme based on the national educational philosophy.
ii. Identifying and specifying aims of each course and instructional objectives of each lesson in detail and preparing a comprehensive written document.

iii. Identifying the objectives should include the three sides of growth development: cognitive, emotional and social.

iv. Designing all the courses focusing on both theoretical and practical sides in the PEFLTEPs.

v. Identifying the methods of teaching to be used in the classrooms and explaining it.

vi. Identifying the methods of evaluation in the courses and explaining each evaluation method in detail in the report related to sub-committee.

vii. Providing input, in the form of a comprehensive report, to the ‘Development Curriculum Committee’. On the other hand, the ‘Development Curriculum Committee’ should:

- Analyse, evaluate and synthesise the input provided by the four sub-committees.
- Prepare a comprehensive written document which includes detailed information about aims of each course, instructional objectives of each lesson, materials, teaching methodology and assessment system.

2. Since the PEFLTEPs’ aims are missed in the documents available in the offices of PEFLTEPs (departments of English) in the colleges of education, it is suggested that
aims should be well defined as well as objectives. The instructional objectives of each course should be specified in detail and documented by the teacher-educators. Thus, a detailed curriculum could design including educational purposes clearly indicated. Besides, the teacher-educators and student-teachers should be well-informed of the aims and objectives to be achieved. This may help in:

i. keeping a balance among different courses of each component in terms of aims on instruction,

ii. continuing among different levels of the same-subject courses because teacher-educators can refer to the document related to a particular course and plan of the following course as a continuation of this course;

iii. maintaining coherence among the courses offered in each component in order that teacher-educators can know about what is exactly done in other courses by referring to this document.

3. As it is noticed that four skills language courses relevant to the language component are taught for two semesters (one year) Speaking, Listening, and Writing and three semesters for Reading only. Therefore, PEFLTEPs should greatly focus at the first two years on teaching four skills language courses relevant to the language component.

4. The literature courses should be different from the courses offered in the English language department in the Faculty of Arts. They should also consider the future profession of the student-teachers; they should integrate their content with classroom applications and should aim at developing competencies in teaching and using
literature in addition to developing their language knowledge and critical thinking skills. As Coskun and Daloglu (2010) indicate that literature courses should approach as a tool for teaching English.

5. Teaching aids such as different authentic materials, audio-visual aids and language lab are not available in the PEFLTEPs in the colleges of education at Aden University. Therefore, there is an urgent need for these aids to improve the preparation of the English student-teachers.

6. The ELT methodology component should be revised for three reasons. First, it should get strengthened through providing more chances of microteaching experience. Second, it should also include recent research conducted in the local culture and materials published in the other ESL and EFL contexts in order to help the student-teachers become familiar with current trends, developments and situations. Lastly, the content of the ELT Methodology should be revised to keep pace with the modern developments in the world because from 2005 till 2015, there are many changes happening in the world of the PEFLTEPs.

7. The professional courses should provide the student-teachers with more chances of experience through watching the video recordings of real classroom situations/environments and examining case studies.

8. The teacher-educators should keep the student-teachers’ interests in mind to keep moving beyond the old chalk-and-talk methods. They should use the most modern teaching techniques that match the student-teachers’ needs. Traditional teaching
methods such as lecturing should be abandoned and the level of memorisation involved in the programme should be reduced.

9. As there is no course as Classroom Management directly related to the student-teachers’ managerial competence, there is a need for a new course to improve the student-teachers’ managerial competence so that the student-teachers can deal with prospective problems which they may encounter in their future working environments.

10. Faculty requirements courses can also be strengthened through providing more written input about or reflecting on the classrooms in the local context. It is also recommended that the assessment methods used in the courses should be reviewed and should also be taught in English language.

11. Since the main aim in the PEFLTEPs is to educate competent English language teachers, the teacher-educators of different components, of different courses within the same component and of different classes should work in cooperation, collaboration and integration in order to consider overlaps and resolve disagreements in terms of the contents of the courses.

12. The content of all the courses should be organised and planned respectively taking into account the fact that the students join these programmes to become future English language teachers and that the courses and their instruction serve as a model for the student-teachers.

13. As the need for English language teachers increases day by day in the universities, the PEFLTEPs should also take into consideration the demands of the universities. Although it is difficult to address each competence expected from an English language
teacher, the professional courses can be designed to present the atmosphere of the universities to have comparisons of different teaching environments and to prepare student-teachers for all possible professional settings.

14. In listening and speaking skills, applying suitable instructional methods such as listening practice, drill work, speaking activities help overcome problems of listening and speaking skills.

15. English Grammar courses should include production-based communication tasks to get student-teachers to use their grammar knowledge in spoken and written communication.

16. It is suggested to use pair and group work activities in a variety of tasks related to the student-teachers’ interests and needs to make them more active in the classroom. This can provide them with more opportunities to talk in the classroom.

17. It is suggested to use different types of tests such as portfolios self- and peer-assessment, conferencing, diaries, learning logs and teacher checklists and observations rather than the traditional opened tests.

18. It is also recommended that the PEFLTEPs in the colleges of education at Aden University should provide more chances for the teacher-educators to attend conferences, seminars, workshops.

19. The content and instruction of the PEFLTEPs’ components courses should be revised under these components proposed in the light of the research findings.
6.4 Scope for further research

After identifying various strengths and weaknesses from the results of study, some suggestions are offered in this section.

1. The current study aims at evaluating the PEFLTEPs in the faculties of education at only Aden University in Yemen. Other similar evaluation studies could be conducted using this model for evaluating the PEFLTEPs of other Yemeni universities. In the light of comparing and contrasting the results of these evaluation studies, it would be possible to generalise some of the results.

2. The current study concentrates on designing a new evaluation model to be conducted in EFL context. Because its flexibility and adaptability, it can be effectively used for evaluating any PELTEPs at the university levels where English is taught as a foreign or second language. In addition, it can be used (with some modifications) for evaluating effectiveness of in-service EFL/ESL teachers training programmes. Accordingly, other studies could be conducted using this model in an ESL context either in-service ESL teachers training programmes or in pre-service ESL teacher education programmes.

3. The current study does not include perceptions of the postgraduates (i.e. postgraduates of Aden University PEFLTEPs). Therefore, further studies could be conducted on these three groups using this (EPEETSEM) model, because their views could be very valuable in specifying the needs of the PEFLTEPs.
and future needs of the English student-teachers regarding language improvement.

6.5 Conclusion

This study reveals that PEFLTEPs in the colleges of education, Aden University have some significant features in certain aspects, and shortcomings in others. It also indicates that there are some average characteristics in these programmes. Aims and objectives are not clearly stated in The PEFLTEPs.

Some curriculum contents are not designed on the basis of student-teachers’ needs. Besides, they do not prepare the student-teachers to develop their communicative competencies and there is no periodical revisions provided for diagnostic purposes. Moreover, teaching methods do not encourage student-teachers to reflect on what they learnt and how they learnt it. Finally, the evaluation methods do not enhance student-teacher learning through various methods of evaluation such as continuous, formative and summative.

Therefore, it can be concluded that the PEFLTEPs have more shortcomings than the strengths. They need some modification, addition, deletion; hence a total revision is required.

In general, no major problems are experienced when conducting a new evaluation model employed in this study. The triangulation of data is the major strength of this model, because this provides detailed data, which makes it possible to put forward some recommendations for future PEFLTEPs. Furthermore, strength of
the model is that it could be implemented in different contexts or for different purposes by adapting or changing some of the indicators in the (EPEETSEM) model accordingly. To illustrate, in a micro level evaluation, like an evaluation of a course, the components of the course become the focus domain, whereas in a macro level evaluation, like an evaluation of the whole curriculum, the four domains are:

1. Educational purposes,
2. Educational experiences,
3. Teaching strategies and
4. Evaluation methods.

To conclude, adaptability or flexibility of the evaluation design of this study is one of its strengths. The major drawback of the present study is the fact that it does not embrace perceptions of the postgraduates (i.e. postgraduates of Aden University PEFLTEPs). Therefore, it can be recommended that further studies employing this (EPEETSEM) model could include these three groups as well, because their views could be very valuable in specifying the needs of the PEFLTEPs and future needs of the English student-teachers regarding language improvement. Finally, the overall assessment of the evaluation model or the research design enables comprehensive evaluation of the existing PEFLTEPs courses in terms of their main components. It also provides data related to the needs of the student-teachers, which makes it possible to put forward suggestions for the improvement of the PEFLTEPs. Lastly, some implications of the present study for PEFLTEPs evaluation research are as follows:
1. The present study concentrates on the evaluation of the four components of curriculum of PEFLTEPs, for the future evaluation studies, it would be ideal to evaluate the whole ELT curriculum at Aden University with respect to PEFLTEPs. The results of such a comprehensive evaluation study may provide recommendations which could be very useful for improving the ELT student-teachers.

2. Although the present study focuses on the evaluation of the PEFLTEPs in the colleges of education, Aden University, an evaluation model designed implemented in the study can be effectively used for the evaluation of the other PELTEPs. Furthermore, because of its flexibility and adaptability, it can be used (with some modifications) for the study of any PELTEPs at university levels where English is taught as a foreign or second language.