

PAKISTANI EFL TEACHERS' PERCEPTIONS ABOUT THE IMPACT OF EFL TEACHER EDUCATION UPON THEIR CLASSROOM TEACHING PRACTICES

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ABSTRACT

This study employed qualitative data collection and analysis methods to investigate the effects of English as a foreign language teacher education programme on Pakistani teachers' classroom teaching practices. Historically, Language teachers' education has been overlooked in Pakistan. Here, in this study, twenty in-service university teachers participated in semi-structured interviews. Thematic analysis was applied to the data collected from these interviews. Findings from the analysis established the effectiveness of Pre-Service and in-Service EFL Education. Results highlighted the weaknesses of EFL Education Program and also suggested for improvement of EFL Education Programs. This study ends with a discussion of the implications of these findings.

Key words: Pre- service/ in- service EFL Education, Classroom Practices

INTRODUCTION

English language skills are nowadays considered pivotal for participating in any field at local or international level. Demand for EFL education is increasing day by day. In Pakistan too, a boost is being seen in the field of English language teaching. Several universities started degree programmes in English language teaching. English language teaching subjects are now the very important part of BS and MS English degrees in Pakistan. Multiple languages are spoken in Pakistan, where English is enjoying the status of official language and also the language of education, administration, establishment and corporate sector (Zaidi & Zaki, 2017). The role of a teacher and his/ her education cannot be avoided in the learning process.

According to the EFL reforms, the teachers' roles are declared as the most critical, especially in those countries where there is a dire need of improvement in the field of ELF education (Yook & Lee, 2016). Some researchers like Freeman and Johnson (1998) talked about the reconceptualization of the education of EFL teachers.

EFL education is supposed to give exposure to the future EFL teachers about the historical background of EFL teaching and also the different methods and techniques required for the English language teaching. As far as the EFL in service training is concerned, it should work as a window for the EFL teachers to see the current happening in the field of English language

teaching. According to Magioli (2012) EFL education should have an influential impact on the practices of EFL teachers.

The central purpose of this research is to investigate the effect of EFL education on the performance and classroom practices of EFL teachers in Pakistan. This research uses a qualitative data collection and investigating method to see the teachers' perspective about EFL education and its effects on classroom teaching practices. This study attempts to answer the following research questions:

How the Pakistani EFL teachers see the effect of EFL teacher education programmes they have done on their current classroom teaching practices?

We have divided EFL education in two categories: a) Pre service EFL education (BS/ MS English linguistics or ELT) b) In-service EFL training.

This Qualitative research study is conducted to investigate the effects of formal EFL Education (Bachelor or Master Degree: BS English linguistics/ ELT/ English Education) and in- service training and workshops related to ELF on the classroom practices and performance of EFL teachers

LITERATURE REVIEW

Truth be told, English as a subject got a great deal of consideration from the Pakistani Ministry of Education just as from the Pakistani people group. There is no denying the reality that extensive improvement occurred around there following up worldwide headway in the showing patterns and methodologies.

English as a Foreign Language (EFL) was picked and started to be educated in Pakistani schools first as a result of English being most generally utilized in global exchange, strategy, economy and contracts, global aeronautics, higher examinations, look into, harmony talks, undertakings of universal collaboration over the globe just as a mutual language of people groups all through the world.

English as a foreign language in Pakistani context and its effectiveness is focused in this study here we try to investigate teachers prospective and there in service EFL education and pre service training as well. We use some previous studies for literature review and connect them our targeted study so Freeman & Johnson(1998) said Reconceptualization is the reason that the institutional and procedures of teacher training out the calling reacts to the essential social structure procedures of figuring out how to instruct they believe that knowledge or theories should be based on more practicality and enough flexible to moderate the learned knowledge in once own culture and own context that allows teachers to be more effective while using teaching methodologies that they learn in their education.

Ross (1994) emphasized that in his work that the teachers' skills reflects in outcomes of students learning that thing provides confidence to a teacher also show the validity of pre service and in service education. Among the teachers it began willingness to deliver with effectiveness also encourage to learn new teaching theories and techniques they consider themselves innovator, more productive more able to transfer knowledge and pay interest to apply new learning. Give them sense of self-efficacy by having students' positive outcome, students respond toward provided achievement in language learning also justify the curriculum.

These days, the world is winding up more globalized and internationalized. English is utilized in English-talking nations as well as in numerous different nations. In this sense, English is a global language .our concern is teaching English those countries such as Pakistan. Illés (2016) as indicated by an investigation did in Switzerland, notwithstanding when educators recognize the power of coherence over exactness on a fundamental level, they are hesitant to make changes in their way to deal with

educating English educator instruction where he recommends that a "punctuation of EFL" ought to be outlined. Generally speaking, it appears that despite the fact that instructors of English know about the significant advancements that have occurred in the utilization of English, they are uncertain about how they are to be comprehended, or how they are to be identified with their very own instructing practice. In connection to EFL and its educational usage, the basics that must be tested by the transformative methodology incorporate educators' convictions with respect to responsibility for, normatively, the situation of local and non-native speakers, the job of Standard English, the thought of standardness and the impacts of language tests on educating and learning just as educators' mentalities furthermore, sentiments of disgrace and humiliation about being non-local speakers of English (Kuzborska 2011: 102–103) another work that shows the importance of non-native language speaker such as Bowen (1977) said in his work that a teacher who is bilingual have more psychological advantages over monolingual native English speaker in EFL teaching since they can prove to their students that they, the teachers, have in fact acquired a foreign language, and that therefore the students can too. Under these kinds of favourable and realistic learning conditions, EFL students in non-English-speaking countries such as Pakistan can be expected to acquire a new identity as they become fluent in the target language. But we find some limitation of foreign language in non-speaking countries although practical advantages do exist in teaching and presenting the target language in relation to its own culture, there are several problems associated with this approach as well.

To begin with, it forms part of the 'strange paradox' that, while in mother-tongue teaching the clarity of children's ability to express themselves is emphasized, in foreign language teaching learners are

forced to express a culture of which they have scarcely any experience (Brimful, 1980:95). Similarly in this advance era use of internet in very useful in leaning that can be a very helpful tool in language learning the headway of the Internet has made better approaches for learning and educating ESL/EFL. For example, the Internet can be considered as a perfect learning and showing device since it offers bona fide learning assets accessible without making a trip to English-talking nations during in service language teacher can enhance his ability to teach more productively by using technology Crystal (1997) notes that an expected 85% of electronically put away data on the planet is in English, so it is significant for English language instructors to take a gander at the social, financial, social and phonetic outcomes of the worldwide spread of the English language affected by the improvement of the Internet. Last two decades we experience or notice that large number of papers published in language learning and its practices especially foreign language there are contrastive finding about new methodologies and its implementations and adaptation as well due to large range of methodologies teacher feels hesitant on which one should be picked or to use in once particular context .

As mentioned in the introductory section, a number of projects have recently been developed for the inclusion of EFL-informed pedagogical practices in ELT (e.g. Matsuda 2012c; Alsagoff et al.; Lopriore and Vettorel forthcoming; Matsuda 2003b) that is a expending area of research new course ,curriculum approaches as well specially teacher want to use practice based method As repeated by researchers both for EFL, ELF, instructive activities and educational program ought to be created in locally-significant terms, that is, conceived and incorporated into ELT rehearses in manners that are considered suitable and applicable for every specific circumstance, as opposed

to 'superimposed' (for example McKay 2002; Seidlhofer 2011; Jenkins et al.). In this regard, the study is focusing how much theories are applicable in Pakistani context how things can be moderate here in order to make them productive and fruitful if we talk about pre service teacher and their beliefs regarding teaching has shown in study of (Freeman & Johnson, 1998; Kelly, 2006).

They concluded that Drawing on sociocultural points of view, this investigation uncovers the procedures of instructors' conviction change, which can be credited to their arranged learning in the field school with sound proficient culture and master support. Regardless of the brief term of the educating practicum, the members' earlier convictions interfaced with the new info and encounters through investment, practice, and reflection, as aftereffect of which, their convictions about language educating and their self-understanding as a language educator were both changed and created. A good teacher can reflect his practices when he is in side class in order to check whatever he learnt in pre service and in service as well learner instructors are equipped for basic reflection all alone practice. They can recognize zones of shortcoming in their educating, articulate strides to take for development, and assess for themselves whether they are improving

In Korea government provides opportunities to teacher in order to make them more in quality So as to improve the nature of demonstrable skill in educating, the Ministry of Training sorts out nearby instruction boards of trustees into a system through which it plans to offer more open doors for instructors to utilize in-administration preparing programs. Colleges are additionally required to play a functioning job. This sort of preparing plan is relied upon to guarantee quality in the educating calling. The goal of this in-administration educator's preparation program is to build up another framework

for educators to prepare themselves as indicated by their expert needs. These necessities ought to change via profession advancement and life stages. The framework likewise expects to create. As indicated by the scholars, etymologists and scientists to create language instructing learning rehearses in any setting educational methodology is exceedingly significant factor alongside credible reading material "live' writings, dissimilar to their academically thought up partners, advance understudy learning and enthusiasm by connecting structure to importance, by focusing on correspondence, and by displaying the culture in a characteristic manner" (Herron, C.; and Seay, I., 1991).

METHODOLOGY

The study

Setting and Participants

This research studies the data gathered from EFL Teachers about their perceptions of EFL education and its effects on their EFL classroom practices. For this purpose 20 EFL teachers were interviewed in Karachi, Pakistan. Out of these 20 respondents 04are female and 16 are male teachers. All of these teachers are at least BS English and are having at least three years of teaching experience. They are all aged at least 30 and above. Most of them received their education in Karachi, Pakistan.

Table 1
Demographic information of the participants

Respondents	Age	Gender	Education	Experience
R1	26	Female	BS	05
R2	28	Female	BS	04
R3	30	Female	BS	02
R4	26	Female	BS	03
R5	30	Male	BS	05
R6	35	Male	BS	03
R7	25	Male	BS	02
R8	38	Male	BS	06
R9	27	Male	BS	03
R10	36	Male	BS	02
R11	28	Male	MS	05

R12	40	Male	MS	10
R13	35	Male	MS	06
R14	36	Male	MS	10
R15	36	Male	BS	10
R16	35	Male	BS	05
R17	40	Male	BS	06
R18	29	Male	BS	02
R19	30	Male	BS	03
R20	26	Male	BS	02

DATA COLLECTION

This research collected data through semi-structured interview of 20 participants. They are all EFL teachers. The interviews were intended to extract information about EFL teachers’ perception about the effect of their EFL education on their EFL classroom practices. Interviews were successful to make the respondents share their perception frankly. Respondents were requested to share their experiences of EFL teaching. The interviews were conducted in English one to one and recorded by the permission of the respondents. Each interview lasted for about 10 to 25 minutes.

DATA ANALYSIS

The interviews data were transcribed and analysed through thematic analysis. The interview transcripts were scanned and reviewed again and again. It started with initial coding and then focused coding. Themes were extracted and defined later on.

Effectiveness of Pre- Service EFL Education

Most of the respondents appreciated the effectiveness of Pre- service EFL Education. They gave a complete account of what they studies during their studies. As we know that most of the respondents are university graduate, they comprehensively discussed the courses they had done. They recalled different methods they studied as well as the techniques and strategies for improving different language skills of the learners. According to our respondent#2

If I describe my education experience as a final year linguistics student we had ELT and TESL we have studied the methods, approaches and strategies of teaching, that was just ideal for us we were not able to relate to the situation and consequences or the draw back that. Or the limitation that would be practicing approaches so this was an ideal situation I tried to applied those methods.

Most of the respondents appreciated the effectiveness of the EFL method they studied in their EFL Education. According to respondent# 15

I mean whatever we study that groom our psychology, what are the ways I mean in past language learning to our students. It modifies our way of thinking. It experiences the knowledge about the psychology of our students so it makes us more sensitive about language perception, to educate our students about different languages. Off course, I have done my masters long that and methods and methodologies. Those are not in my mind but education has moulded my psychology and made me more aware how to facilitate my students to learn in a good way It means that they not just learned different methods but also studied the learners’ psychology. This will definitely help them while teaching these students.

Effectiveness of In- Service EFL Education

Most of our respondents found in- service EFL Education more beneficial as compared to Pre- service EFL Education. They believe that in service education is more practical and specific while pre service education is hypothetical and general. They also suggest that there should be more EFL education institutes in Pakistan. According to Respondent 14: Proper training institutes may be developed and teachers must be involved in that time to time. It’s not like that once they have completed MA English & ELT. There should be refresher courses, after every

three months or after every six months or in a year. New methodologies should be introduced. We are still learning the old methodologies which were developed in nineteenth and twentieth centuries

Means doing pre service degree in EFL education is not enough to be a successful EFL teacher. In order to meet those challenges of 21st century one has to refresh his or her education throughout the professional career.

Although our respondents appreciated both in service and pre service EFL education, but they preferred and gave more importance to in- service training. They believe that in service EFL education is more focused and up to date as compare to pre service EFL education.

Weaknesses of EFL Education Program

Besides appreciating what they studies in their Pre- service EFL education they also mentioned the impracticality of the same. Most of the respondents believe that the coursed they covered during their studies are hypothetical. According to our Respondent# R9:

I believe that when I did my master we were taught only theory we were not given any chance to do any practical work for example there must be one proper project on doing something not learning something not reading something doing something language we cannot learn by reading only language we can learn by doing so I believe that at master level all the student should be provided a chance to do actual project if faculty taught us one specific method faculty must tell the student to go some classes and apply the same method doing is not focus at master level .So it is very apparent that there is a need of more practical EFL Education. In this practical based education future teachers will come to know about the difficulties they are going to face in their classes.

One of our respondent (Respondent# R4) mentioned the communication gap between the teachers and students, which also refers

to the impracticality of pre service EFL education. Our respondent said that:

I have problem particularly which I face I have mentioned my assessment criteria when I should working on it and that is lack of instructions maybe I am too fast while speaking and student couldn't get me so they will have question in between activity so when there is a question in between activity. I responses and they are still asking me for the question which stuck in the activity.

One very important point which came to the surface is the hindrance of traditional mind set. The teachers discussed the problems which are not allowing them to apply what they learn in their EFL Education. We know that being a third world country Pakistan is lagging behind in many fields. So in the same way our education system is also very background. To meet the demands of the central examination system teachers can not apply the international standardized methods and techniques in their classes.

According to Respondent#

The problem ...whenever I want to apply these techniques and approaches what I had learnt in different seminar and workshops ingot that the management ...this is the most important for me because the syllabus is already given to the teacher they bound teacher your first or main task is to cover the syllabus first no matter the students are getting or not and when I do not satisfy I could not go I cannot go ahead. So this is the main problem because the management forces you to complete the syllabus...I had fight with different management

The management and senior faculty members are mostly themselves trained in traditional methods so it is very difficult for them to understand the requirements of the up to date methods and strategies of language teaching. Some respondents mentioned that in our country there is no awareness of language education. People do not know about the concept of a language lab. They believe a lab has

nothing to do with language. Respondent # R2

for example let's talk about phonology for teaching phonology you need a lab according to the theories and strategies but here people in Pakistan do not understand the concept of language lab when you tell them language lab they start laughing they believe the lab is only for science students not for the language students so there are some technical problems.

only the teaching how to teach the particular language and particular surrounding and circumstances. So many institutes could be helpful because it may provide the platform for newcomers so that they may practice the language teaching.

Suggestions for improvement of EFL Education Programs

Besides sharing their experience of EFL education, our respondents also shared suggestion for the improvement of EFL Education when they were asked at the end of the interview. Our respondent# 7 talked about the exchange program. He said:

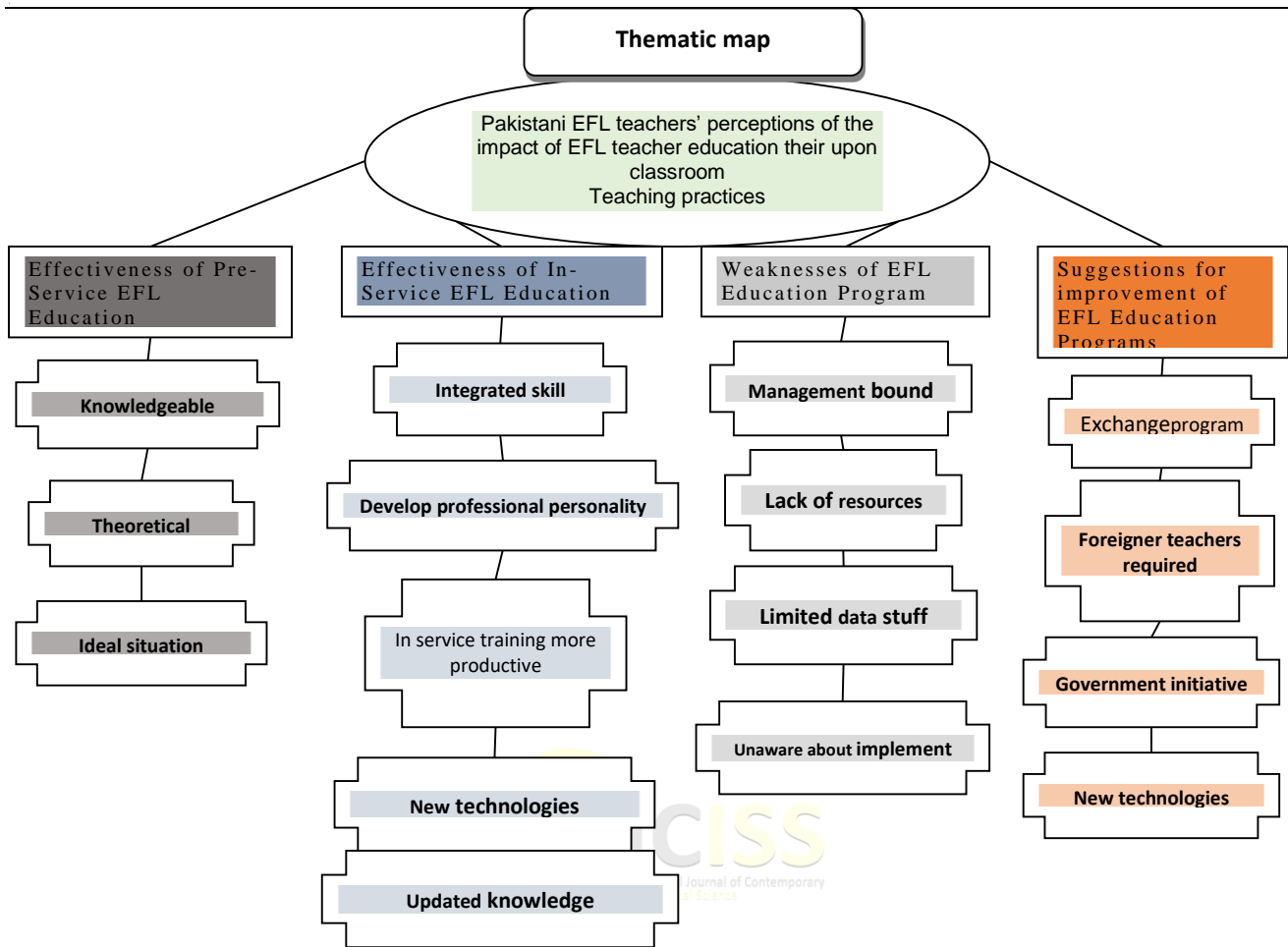
I would say the government is supposed to train the ESL teachers .Students we have, are from different backgrounds. Students' schooling play very important role. We should have workshops for teachers training. And there should be exchange program between the countries, it will really keep us updated regarding the teaching methodologies

Some of the respondents suggested that we should hire native teachers for training our teachers and teaching our students. They believe their pronunciation is the model that we can follow.

Other respondents suggested that there should be more EFL education centres. In Karachi where this study is conducted there is only one institute which is offering BS degree in EFL education. According to our respondent# 4

Ok but if you see can I suggest that there should be more ELT institute. I think if you see in Pakistan especially in Karachi you don't find too much these kind of institute which can conduct courses and these kind of.....I totally agree with you since not many student no knows about the EFL it is particularly can be a field for example now we have introduce BS education there is





Conclusion

Pre- service and in- service EFL education both play very important role in the development of an EFL teacher. Both are beneficial in their specific places. Pre-services EFL education bestows the theoretical and historical background of language teaching while in service EFL education provides EFL teacher with up to date knowledge and innovation in the field of language teachings. Our respondents appreciated the importance of both the education but they preferred in- service training over pre service education. They believe that pre service EFL education is hypothetical while in service training is more specific and practical. Our respondents also pointed towards the challenges faced by EFL education. They mentioned the lack of resources and

traditional mind set of management of educational institutes as biggest challenges. Our respondents suggested that there should be more EFL educational institutes in Pakistan. They believe that only trained teachers should be allowed to teach English language. Our respondents also agreed on the need of awareness about the need of language teaching.

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