

Content Analysis of the Pedagogical Content Knowledge in the Curriculum of Yemeni EFL Teacher Education Programme

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Abstract

This study aims to analyse the pedagogical content knowledge (PCK) in the current curriculum of the English teacher education programme (ETEP) at a Faculty of Education in a Yemeni University. PCK and teaching competencies take shape within the initial preparation of ETEP in which student teachers spend a long time receiving knowledge and understanding the teaching context before they practically experience teaching at schools. During their BA study, students are required to study 49 courses which can be categorised into four main components: skills, linguistics, literature and professional. This study analyses the content of the curriculum courses so as to visualise the way student teachers translate what they have learned into pedagogical practices during their teaching practices. In this study, the curriculum content of ETEP is qualitatively analysed using the inductive approach. Categories emerged from the analysis demonstrate various aspects of student teachers' PCK. The analysis reveals that the pedagogical skills courses are not enough to enhance and strengthen the student teachers' PCK needed to be reflected in their teaching practices. The findings show that the curriculum lacks courses necessary to provide student teachers with basic knowledge and pedagogical principles which are of vital significance to demonstrate their understanding before they are practically engaged in the teaching experience.

Keywords: curriculum, EFL teacher education programme, pedagogical content knowledge, teaching practice, Yemen

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