

Doing Teacher Education: Implications for the Classroom

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Abstract

Preparing effective English as foreign language (EFL) teachers is a perennial and hotly debated issue in language teacher education. The debates have focused on the importance of theory and/or practice and were theoretical in nature. This article reports on an empirical study that takes this debate beyond the conventional discussions over theory and practice. The study was conducted in a Sudanese EFL teacher education program with the participation of four student teachers. The findings show that Sudanese EFL student teachers employed knowledge from their formal training in their classroom practices. Additionally, they also drew on knowledge of their contexts and students in order to structure their classes in certain ways which include the use of L1, how they presented the material as well as establishing particular kinds of relationships with their students. The findings suggest that the student teachers would benefit from a teacher education program that would equip them with ways to increase their language proficiency as well as preparing them for meeting the challenges of the practical realities of their future classrooms. This can be achieved through the use of pedagogical tools that allow them to theorize from their own practice as well as their personal and professional experience.

Keywords: Language Teacher Education, Teacher Knowledge, Teacher Identity.