

UNIVERSITI TEKNOLOGI MARA

**PRE-SERVICE TEACHERS'
PREPAREDNESS FOR CLASSROOM
TEACHING: AN INVESTIGATION
OF TEACHER EDUCATION
PROGRAM TRANSFERABILITY
AND CONNECTION TO ESL
CLASSROOM**

**ABANG FHAEIZDHYALL BIN ABANG
MADAUD**

Dissertation submitted in partial fulfillment of the
requirements for the degree of

Master of Education

Faculty of Education

August 2015

AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

Name of Student : Abang Fhaeizdhyall Bin Abang Madaud
Student I.D. No. : 2013858758
Programme : Master of Education (TESL)
Faculty : Education
Dissertation Title : Pre-service Teachers' preparedness for Classroom Teaching: An Investigation of Teacher Education

Program Transferability and Connection to ESL

Classroom

Signature of Student

:

Date

: June 2015

ABSTRACT

The major purpose of this study is to investigate to what extent do pre-service teachers apply the methods, theory, and training received during years of training in the teacher training program into their classroom teaching. Additionally, this study also examines the perceptions of pre-service teachers' supervisors of their supervisees' preparedness to enter the real world of teaching by analyzing their teaching ability in terms of content, pedagogical and grammar knowledge. Five interrelated research questions were formulated to guide the study; (1) What are the specific aspects of the teacher education program that helped the pre-service teachers during their teaching practicum?; (2) What are the difficulties and challenges faced by the pre-service teachers in the program and how to overcome them?; (3) How prepared are the pre-service teachers to teach English?; (4) To what extent are the strengths and weaknesses of the pre-service teachers as perceived by the university supervisors?; (5) What are the suggestions and recommendations by the trainees to better improve the current teacher education program? The sample involved in the study were pre-service teachers from the Bachelor in Education TESL program who had just completed their 3-month teaching practicum and are currently in the final semester. In addition, the university supervisors were also selected to be included as the participants of the study to answer research question number four. This study employed a qualitative research design and the data sources included pre-service teacher questionnaires and interviews, document analysis, and university supervisor interviews. The questionnaire distribution phase was conducted with 68 pre-service teachers who came for a one-day post mortem of their teaching practicum. Subsequently, interview sessions were conducted with 7 of the respondents afterwards. To gain better insight of the issues in teacher preparation program, interview with 5 university supervisors were also conducted. The findings of this study revealed significant courses such as methodology courses and classroom management, theories in language learning, drama project, and microteaching experience as the important aspects that contributed to the trainees' preparedness to teach. Additionally, the trainees also stated the challenges they faced in the program are in terms of dealing with the school students, their self-belief, the role of the supervisors and school related issues. Overall perceived preparedness to teach shows that the pre-service teachers perceived themselves as moderately prepared to teach which was similar to their supervisors' perceptions. This study also revealed some strengths and weaknesses of the trainees in terms of grammatical knowledge, content knowledge and effectiveness in teaching, in which the supervisors have also provided some suggestions to address them. To conclude, the trainees offer some suggestions for improvement of the current teacher education program in terms of developing trainees' teaching experience, courses amendment, authentic school experience, and removal of some less significant courses.

ABSTRAK

Tujuan utama kajian ini dijalankan adalah untuk mengkaji sejauh mana guru-guru pelatih yang terlibat mempraktikkan metodologi, teori, dan latihan yang telah di ajar di dalam program persediaan mengajar yang mereka sertai. Selain daripada itu, kajian ini juga mengkaji persepsi penyelia universiti terhadap kemampuan mengajar guru pelatih dari aspek pengetahuan pedagogi, kandungan kursus, dan pengetahuan tatabahasa bahasa Inggeris. Lima soalan kajian telah digubal; (1) Apakah aspek spesifik di dalam program yang membantu guru pelatih ketika menjalankan latihan mengajar?; (2) Apakah cabaran dan halangan yang dihadapi oleh guru pelatih di dalam program dan bagaimana untuk mengatasi cabaran dan halangan tersebut?; (3) Apakah tahap persediaan guru pelatih untuk mengajar bahasa inggeris ?; (4) Sejauh manakah kekuatan dan kelemahan guru pelatih di dalam program dari persepsi penyelia univesiti?; (5) Apakah cadangan dan penambahbaikan yang perlu untuk memperbaiki program persediaan mengajar yang ada sekarang? Peserta yang terlibat di dalam kajian ini adalah guru-guru pelatih dari program Ijazah Sarjana Muda TESL yang baru selesai menjalani latihan mengajar selama 3 bulan dan sekarang mereka sedang melengkapkan semester akhir di dalam program tersebut. Selain daripada itu, beberapa penyelia universiti turut sama terlibat sebagai peserta kajian untuk menjawab soalan kajian keempat. Kajian ini berbentuk kualitatif dimana sumber data diperolehi melalui agihan kertas soal selidik kepada guru-guru pelatih, temubual bersama pelatih, analisa dokumen, dan temubual bersama penyelia universiti. Peringkat pengagihan kertas soal selidik telah dijalankan bersama 68 orang peserta kajian yang datang untuk *post-mortem* latihan mengajar. Seterusnya, sesi temubual dijalankan bersama 7 orang guru pelatih dari program yang sama. Penyelia universiti juga turut terlibat dimana 5 orang telah dipilih untuk ditemubual. Semua data yang terkumpul dianalisa menggunakan teknik “perbandingan secara berterusan” untuk menentukan tema dan kategori yang terkumpul. Dapatan kajian menunjukkan beberapa subjek seperti metodologi dalam pengajaran dan subjek pengurusan kelas, teori-teori di dalam pembelajaran, projek drama, dan pengalaman di dalam *microteaching* telah membantu dalam meningkatkan tahap persediaan mengajar guru pelatih. Selain dari itu, reponden juga menyatakan kesukaran yang mereka hadapi semasa menjalani latihan mengajar adalah berkisar tentang murid-murid sekolah, keyakinan diri dalam mengajar, peranan penyelia universiti, dan sekolah tempat menjalani latihan mengajar. Guru-guru pelatih menganggap tahap persediaan mereka adalah di tahap sederhana seperti juga yang dilaporkan oleh penyelia universiti. Dapatan kajian juga merungkai beberapa kelemahan dan kelebihan yang dimiliki oleh para pelatih seperti yang dilihat oleh penyelia universiti dalam aspek pengetahuan tatabahasa Inggeris, pengetahuan kandungan, dan keberkesanan mengajar di mana cadangan untuk mengatasi kekurangan tersebut juga dinyatakan. Sebagai penutup, kajian ini juga mencadangkan beberapa cadangan dari guru pelatih yang melibatkan penambahbaikan dari segi meningkatkan pengalaman mengajar pelatih, penambahan beberapa kursus penting, situasi pengajaran yang sebenar, dan penarikan beberapa kursus yang dianggap kurang penting.

ACKNOWLEDGEMENT

Firstly, I wish to thank God for giving me the opportunity to embark on my Master study and for completing this long and challenging journey successfully. My gratitude and thanks go to my supervisor Dr. Shireena Basree. Thank you for the support, patience and ideas in assisting me with this project. I also would like to express my gratitude to my course mates who have helped me in the process of completing this work by providing me some guidance along the way. Special thanks also goes to my colleagues and friends who provided comfort and words of advice in helping me cope with the pressure of completing this work on time.

Finally, this dissertation is dedicated to my parents for their vision and determination to educate me. This piece of victory is dedicated to both of you. Alhamdulillah.

TABLE OF CONTENTS	vii
LIST OF FIGURES	xi
LIST OF TABLES	xii

CHAPTER ONE: INTRODUCTION	
1.1 Introduction	1
1.2 Background of The Study	1
1.3 Statement of The Problem	5
1.4 Significance of The Study	8
1.5 Objectives	11
1.6 Research Methodology	13
1.7 Research Design	13
1.8 Operational Definition	
1.8.1 Pre-service Teacher	13
1.8.2 Teacher Education Program	14
1.8.3 University Supervisor	15
1.9 Conclusion	