

LANGUAGE TEACHER ROLES DEFINED BY PRE-SERVICE EFL TEACHERS:
PILOTING AND VALIDATING THE ‘MY VIEWS AS A TEACHER’ OPEN-ENDED QUESTIONNAIRE

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ABSTRACT

This study reports on the procedures and results of designing and piloting an open-ended questionnaire, which aims to elicit pre-service teachers’ beliefs about the roles and tasks of language teachers. The instrument consists of ten sentence starters, which (1) ensure the elicitation of a uniform set of belief-statements from a potentially large number of participants and (2) provide a tangible framework for analysing the results. After outlining the structure and the content of the instrument, the study offers results collected from Hungarian (n=12) and Turkish (n=17) pre-service teachers of English as a foreign language (EFL). Three types of results are discussed in detail: individual profiles, intra-group, and inter-group patterns. The introductory and concluding sections of the study explain how the presented instrument fits into a bottom-up approach to foreign language teaching research, in which the criteria of effective teaching and the content of teacher education courses are based on teachers’ knowledge, experiences, and beliefs, and not the other way around. A discussion of the instruments’ advantages and limitations is also provided, as these should be considered before using the ‘My Views as a Teacher’ for research purposes or as a classroom task.

KEYWORDS

EFL, beliefs, teacher roles

INTRODUCTION

In many cases, teacher competencies will need to continue to be defined by professional consensus rather than by empirical research.
(Schulz, 2000, p. 518)

In today’s world of constant educational reform, dictated by research, technology, social changes, market demands, and politics, the quoted idea is