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Evaluating an English Language Teacher Education Program Through Peacock's Model

DOI

10.14221/ajte.2010v35n6.2

Abstract

The main aim of this study is to draw attention to the importance of program evaluation for teacher education programs and to reveal the pre-service English teacher education program components that are in need of improvement or maintenance both from teachers' and students' perspectives by using Peacock's (2009) recent evaluation model in a Turkish university context. The study is based on the data collected from teachers and fourth year student teachers who have had experience with the new teacher education program initiated by Higher Education Council (HEC) in 2006-2007 academic year. The data collected by means of questionnaires and interviews revealed that although participating teachers and student teachers have similar views about some program components, they hold different ideas about the balance among linguistic and pedagogic competences in the program. While teachers believe that the program does not suffice to improve student teachers' linguistic competence, student teachers think that the pedagogic side of the program needs to be improved.

Recommended Citation

Coskun, A., & Daloglu, A. (2010). Evaluating an English Language Teacher Education Program Through Peacock's Model. *Australian Journal of Teacher Education*, 35(6).
<http://dx.doi.org/10.14221/ajte.2010v35n6.2>

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ISSN: 1835-517X