

PRE-SERVICE TEACHERS' VIEWS ON ELT METHODOLOGY LEARNING AND ITS INFLUENCE ON THEIR TPACK SELF-ESTEEM

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Abstract: This study explores the perceptions of English Language Teaching (ELT) teacher candidates toward methodology courses and their influence on Technological Pedagogical Content Knowledge (TPACK) self-esteem. Grounded in qualitative inquiry, the research involved classroom observation, lesson planning analysis, teaching video projects, and semi-structured interviews with pre-service teachers. Findings reveal that exposure to a range of ELT methodologies—such as Communicative Language Teaching, Task-Based Learning, and Total Physical Response—significantly enhanced students' enthusiasm, active participation, and reflective practice. Participants demonstrated increasing competence in integrating content, pedagogy, and technology through creative media use, interactive techniques, and collaborative learning tasks. Interview data confirmed that methodology courses helped shift student thinking from understanding what to teach to how to teach effectively. Although some reported challenges with language fluency, candidates expressed strong confidence in applying ELT approaches, attributing this growth to hands-on experiences and project-based learning. The study concludes that methodology courses, when designed with active learning principles, play a transformative role in developing TPACK self-esteem among future ELT professionals.

Key words: TPACK, ELT methodology, teacher candidates, pre-service teachers, teaching self-esteem, active learning, teacher education.

INTRODUCTION

In the rapidly changing field of English Language Teaching (ELT), the demands on future educators are becoming increasingly complex. It is no longer sufficient for pre-service teachers to possess only a strong grasp of English language content. Today's educational environments require teachers to be equipped with a multifaceted set of skills that include pedagogical strategies, technological literacy, and the ability to integrate both effectively in real classroom settings. As global trends continue to reshape language education, the role of teacher preparation programs has shifted toward fostering well-rounded competencies that address not only what to teach, but how to teach it using appropriate tools and techniques.

One influential theoretical model that captures this integrated approach is the Technological Pedagogical Content Knowledge (TPACK) framework, developed by Mishra and Koehler (2006). TPACK emphasizes that effective teaching arises from the dynamic interplay between content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK). For ELT practitioners, this means understanding the nature of language itself, how to teach it, and how to use technology to enhance the teaching and learning process. TPACK serves as a valuable foundation for teacher education programs that aim to produce teachers who are adaptable, innovative, and prepared for the digital demands of modern classrooms.

Within the context of teacher education, particularly in ELT programs, the development of self-esteem in relation to TPACK is a key component of professional growth. Self-esteem in this sense refers to the confidence pre-service teachers have in their ability to integrate

technology, pedagogy, and content effectively. This confidence is not innate—it is nurtured through experiences that challenge them to apply theoretical knowledge in practical settings. Engaging with various ELT methodologies offers one such opportunity. These methodologies provide exposure to different classroom strategies and allow teacher candidates to explore how language can be taught in diverse and interactive ways, often with the integration of digital tools.

This study focuses on the relationship between ELT methodology instruction and the development of TPACK self-esteem among teacher candidates. It explores how exposure to methods such as Communicative Language Teaching, Task-Based Learning, and Total Physical Response influences their sense of preparedness and capability. Observations of enthusiastic participation, collaborative projects, and creative lesson planning suggest that these experiences empower teacher candidates to become more confident in their ability to teach effectively. Through their active involvement in classroom activities, group presentations, and teaching simulations, these future educators reflect deeply on their practices and increasingly view themselves as competent, resourceful, and technologically capable language teachers.

This study aims to investigate the perceptions of teacher candidates in an ELT methodology course regarding their TPACK self-esteem. It focuses on pre-service teachers respond to various ELT methodologies. toward their confidence and competence within the TPACK framework.

LITERATURE REVIEW

The integration of technology in teacher education has become increasingly important, especially in the field of English Language Teaching (ELT). The Technological Pedagogical Content Knowledge (TPACK) framework, introduced by Mishra and Koehler (2006),

provides a comprehensive model for understanding how teachers can effectively combine technological tools with pedagogical strategies and content knowledge. In the context of ELT, mastering TPACK is essential for pre-service teachers to navigate modern classroom demands where digital literacy, interactive teaching methods, and language-specific content intersect. Supporting this, Chai et al. (2013) emphasize that TPACK competence is foundational for teachers aiming to create engaging, technology-enriched language learning environments.

An important component of developing TPACK in ELT teacher education is a strong grounding in diverse language teaching methodologies. Richards and Rodgers (2001) describe a wide range of approaches—such as Communicative Language Teaching (CLT), Task-Based Learning, Total Physical Response, and The Silent Way—each offering unique strategies for addressing learners' needs. Familiarity with these methods allows pre-service teachers to build a versatile pedagogical toolkit. This exposure not only enhances instructional flexibility but also supports the development of teacher identity and confidence. Johnson and Golombek (2002) note that methodology courses are critical in shaping how future educators see themselves in the classroom, providing a foundation for both innovative and reflective teaching practices.

Closely tied to the development of methodological knowledge is the growth of teacher self-esteem and self-efficacy, particularly in using technology and managing classroom interactions. Tschannen-Moran and Hoy (2007) argue that teaching confidence grows through successful classroom experiences and reflective cycles of learning. This aligns with Bandura's (1997) theory of self-efficacy, which suggests that belief in one's teaching ability increases when learners experience mastery and

constructive feedback. Freeman (1989) further supports this by highlighting the value of lesson planning and microteaching in pre-service teacher education, noting that opportunities to present lessons, receive critique, and revise approaches bridge theory with practice. In ELT, such experiences not only build teaching confidence but also stimulate a deeper understanding of how to integrate content with pedagogy and technology.

Beyond theoretical exposure, project-based learning and active classroom engagement have been shown to significantly influence TPACK development. Thomas (2000) found that creating projects—such as instructional videos or teaching demonstrations—fosters autonomy and naturally combines the elements of content, pedagogy, and technology. When students participate in hands-on learning, they not only develop technical skills but also engage in reflective thinking, a key element identified by Farrell (2012) and Korthagen (2010) in cultivating professional growth. Schmid (2010) and Ertmer et al. (2012) also emphasize the motivational and cognitive benefits of using ICT tools in lesson planning and teaching, noting that such integration enhances engagement and promotes thoughtful instructional design. These benefits are further amplified when pre-service teachers experience high levels of enthusiasm and flow during learning, a concept explored by Csikszentmihalyi (1990). Similarly, constructivist theorists like Vygotsky (1978) and Bruner (1996) advocate for active learning environments where learners build knowledge through collaboration and meaningful experiences, aligning closely with the goals of ELT methodology courses that aim to foster both professional identity and TPACK competence.

METHODOLOGY

This qualitative research employed a case study approach, focusing on a group of six ELT teacher candidates enrolled in an undergraduate ELT methodology course. Data were collected through three primary sources: Classroom Observation – Recorded participation levels, engagement in activities, and interaction. Teaching Projects – Analysis of lesson plans and teaching practice videos using multimedia. Semi-structured Interviews – To understand students’ reflections on how learning methodologies influence their TPACK confidence. The data were analyzed thematically to identify patterns related to TPACK development, methodology comprehension, and teaching self-esteem.

RESULT AND DISCUSSION

The findings of this study suggest that pre-service English language teachers hold overwhelmingly positive views of the ELT methodology course and perceive it as instrumental in the development of their Technological Pedagogical Content Knowledge (TPACK). Through classroom observations, teaching artifacts, and interview responses, it became evident that engagement with a variety of teaching methodologies stimulated enthusiasm, participation, and creative expression—key indicators of growing pedagogical confidence. As one participant noted during the interview, “I really enjoyed learning the different methods because it gave me ideas and motivation. I felt like a real teacher when I applied them in my lesson plan.” This reflects not only the affective engagement of the participants but also their conceptual shift from learners to emerging professionals.

One of the most visible outcomes was the integration of creative teaching techniques in lesson planning and teaching video projects. Candidates demonstrated a capacity to incorporate technological tools such as short video clips, animated slides, and sound effects alongside

traditional aids like flashcards and realia. Activities such as Total Physical Response (TPR), role-playing, matching games, and student-led questioning were commonly featured. These reflect an increasing ability to combine content knowledge (e.g., fruit vocabulary or simple sentence structure), pedagogical strategies (e.g., CLT, TPR, and task-based learning), and technological tools (e.g., visual aids, digital games)—which are the pillars of the TPACK framework (Mishra & Koehler, 2006). One student reflected, “Using games and videos made my lesson more alive. I could see my friends enjoy and understand more, so I felt more confident.” The emotional affirmation drawn from peer response and self-evaluation plays a critical role in developing teaching self-esteem (Tschannen-Moran & Hoy, 2007).

Interviews further revealed that students perceived ELT methodology courses as a turning point in understanding not only the mechanics of teaching but also the rationale behind pedagogical choices. A particularly insightful comment came from a student who shared, “I now know that teaching is not only about grammar, but how to make students interested and active.” This marks an important conceptual realization—one that aligns with Johnson and Golombek’s (2002) view that methodology courses are foundational to shaping professional identity. For many participants, the course bridged the gap between theoretical knowledge and classroom application. The act of presenting a lesson, designing materials, and receiving feedback helped them internalize what it means to be an effective teacher. Another participant noted, “When I tried to apply the Silent Way and TPR, I understood that students learn better when they do things, not only listen. It changed my thinking.”

Despite these positive developments, some challenges persisted. Limited vocabulary and speaking fluency in English were reported by several students as obstacles during microteaching and video recording. One participant stated, “I had many ideas, but sometimes I couldn’t explain them well in English.” These difficulties, however, did not translate into disengagement. On the contrary, students showed resilience by adapting their strategies, relying on peer support, and reflecting

critically on their own performance. This reflects what Bandura (1997) termed “self-regulatory capability,” where learners adjust behavior and effort to overcome challenges. Such willingness to persevere despite linguistic limitations suggests the development of a growth mindset—essential for long-term professional learning.

In sum, the data support the conclusion that ELT methodology courses, when implemented through active learning strategies and supported by project-based assessments like lesson videos, can significantly enhance teacher candidates’ TPACK self-esteem. The combination of theoretical input, experiential practice, and reflective dialogue appeared to produce a transformative learning experience. Participants not only acquired methodological knowledge but also internalized the role of a teacher who is creative, adaptive, and confident. The integration of media and interactive techniques in lesson planning suggests that teacher candidates are not only absorbing TPACK concepts but embodying them in practice. Their reflections underscore the value of methodology courses in helping pre-service teachers transition from knowledge receivers to knowledge constructors, equipped for the realities of 21st-century ELT classrooms.

CONCLUSION

This study demonstrates that pre-service ELT teachers develop positive self-esteem toward their TPACK competence when engaged in methodology-rich, participatory, and project-based learning environments. Their enthusiasm, active classroom involvement, creative media use, and reflective teaching practices show that ELT methodology courses serve not only to inform but also to empower future teachers. Moving forward, teacher education programs should continue to

emphasize hands-on, reflective, and media-integrated approaches to ELT methodology to foster deeper professional confidence and competence.

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