

## **Syllabus or Silly-bus? A Suggested Technology, EQ and Performance-based non-native ELT/EFL Teacher Training Syllabus (TTS)<sup>1</sup>**

### **ABSTRACT**

This paper covers a ground search for implementing theoretically and practically a suggested technology, EQ (Emotional Intelligence) and performance-based non-native ELT (English Language Teaching)/EFL (English as a Foreign Language) Teacher Training Syllabus (TTS) design. The so-called syllabus design components were determined through a questionnaire conducted among the non-native teachers of English. All the qualitative data were fed into computer and analyzed in *IBM SPSS Statistics Program version 22*. The results of data analysis are studied in the research section of this study and a suggested syllabus design is presented with all the components related to TTS. Besides, EQ principles, multimedia factors, the five Ps (Programming, Pointing out, Pupils, Pre-training and Post-practice) effect on EQ-based syllabus design and the role of EQ competence (Goleman, 1995, 1998) issues in designing up-to-date TTS are covered. A pilot syllabus and program schedule with some objectives and syllabus content that could be implemented in ELT pre or in-service teacher training based on four stages such as technology in FLL (Foreign Language Learning)/ELT; EQ and ELT/EFL teachers; performance and practice; case study, act-out and role-play and together with pinpoints, contents, objectives, achievable goals & expected outcomes and specifications are fundamental issues this study is also based on. The analysis and the results of a survey are studied as a supporting basis for suggested syllabus design, and the drawbacks and problems encountered are covered in terms of designing such pre or in-service teacher training syllabus and the conclusion drawn out of the data analysis and overall study guides us towards a new insight in TTS quite distinctive from a traditional ELT/EFL course syllabus.

### **INTRODUCTION**

There have been numerous studies over the past thirty years on the use of technology and EQ competence issues along with Multiple Intelligences (MI) (Gardner, 2010) in teacher training programs as well as teacher training syllabuses to train both native and non-native teachers of ELT/EFL.

Teacher training and syllabus design have been the hottest issue ever since foreign language teaching has been taken into account. In this study, non-native ELT/EFL teachers, teaching environment, technology to be implemented in language teaching and EQ competence issues in terms of training non-native teachers are covered and a new TTS design is studied. Non-native teacher (Medgyes, 1994) training syllabus and a general English Language learning/teaching syllabus design needs to be extensively explained and studied in terms of presenting distinctive features of both types. Almost more than thirty years ago the types of syllabus were discussed (Stern in Brumfit, 1984:7-11) and various views on syllabus types and some experts' opinions (Candlin and Breen, Widdowson and Brumfit, Yalden, and Allen in Brumfit, 1984) in the field were shared to some extent.

Various institutions and foreign language teacher training certification programs offered many courses on primarily non-native teacher training in ELT/EFL. All these efforts have been done to increase non-native teachers' qualifications teaching to any groups ranging from young learners to adults for such purposes as general English or ESP (English for Specific Purposes). The target group of teachers' profile may vary from student teachers to experienced/inexperienced teachers of ELT/EFL. The pre- or in-service teacher training has been significantly important for both student teachers and teachers of ELT/EFL; that is why this study investigates how teachers can be trained through a formative syllabus covering technology and EQ competence issues. So, "the effectiveness of in-service ELT professional development training is affected by trainers' understanding of the process of change that professional development actually involves for teachers" (Barduhn and Neher, 2012: 219). However the integration of changes of teachers' teaching style and the learners' consideration are strictly based on 'cultural and institutional philosophies of learning and teaching' (ibid.) In this context, the issue is two-fold: first the ELT/EFL teachers' mentality change of foreign language teaching and their in-class attitudes toward learners and the latter is the institutional consideration of these changes brought into non-native teaching environment/classroom by teachers.

ELT/EFL teachers are expected to assume various roles such as "controller", "organizer", "assessor", "prompter", "participant", "resource", "tutor" and "observer" (Harmer, 2003:58-62). These are a few of the teachers' roles they have to assume as a teacher in non-native teaching environment, and they have to carry out language teaching

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business even though there have, from time to time, been many problems some of which depend on teachers' and learners' attitudes while teaching and learning takes place. So, this paper seeks a solution to teachers' and learners' unexpected emotional reactions during teaching and teacher-learner-teacher interaction. In addition, teachers, no matter experienced or inexperienced, might be expected to assume more roles in ELT/EFL as professionals while actively involved into teaching as "needs analyst", "curriculum developer", "materials developer", "counselor", "mentor", "team member", "researcher" and "professional" (Richards & Lockhard (1994: 97-112). Consciously or unconsciously we all assume some of these roles at different times while teaching a foreign language because teachers are said to be "all performers in the classroom at some level" (Harmer, 2003:63). Whatever the role the teachers assume in teaching, it is quite clear that they have to interact with learners and pay attention to learners' attitudes towards foreign language learning. So, while learning takes place, there is always an emotional acting or behavior between teachers and learners; and implementing the teacher training becomes inevitable either in pre- or in-service teacher training curricula.

*A Suggested Technology, EQ and Performance-based non-native ELT/EFL Teacher Training Syllabus (TTS)* is not designed to train ELT/EFL teachers on how to teach a foreign language with the content given in the syllabus of a coursebook. This specifically aims at enabling non-native foreign language teachers to gain skills on implementing EQ principles and multimedia technology into EFL teaching practice or improve some foreign language teaching abilities through practicing problem solving, conflict management and error correction and various issues with all age groups and at any level in formal instructional environment. Although foreign language teachers have various backgrounds and teaching abilities, they might be trained through such a syllabus particularly based on emotional intelligence, recent technological developments, such as social media, smart phones and the internet sources etc. to instruct foreign language components in multimedia-oriented classes as non-native ELT/EFL teachers.

A syllabus is expected to be a guide, plan or a road map that Widdowson (1984:25 in Brumfit) states it as a convenient map for teaching certain components. However Yalden (1984:14 in Brumfit) claimed that it should also produce "pragmatic and pedagogical efficiency" which is definitely based on learners' acquisition/learning of a foreign language. What constitutes our suggested syllabus, which is rather different from a teaching syllabus as a guide, is the non-native teachers' managerial skills and in- class interaction, implementation of recent technology and teachers using drama skills in language teaching. TTS to be covered in this study will have some diversities from FLT syllabus to be implemented by native or non-native teachers. Nevertheless, Candlin (1984:32 in Brumfit) emphasizes that idea as "if the syllabus is sensitive to this disparity, then it can allow for formative experiment and evaluation and consequent changes in both content and direction. If it is insensitive, then both teachers and learners become alienated and incapacitated servants of a set of requirements at odds with their individuality and with the realities of the classroom." Non-native teachers in TTS are trained to a certain extent as how skillfully they might be able to manage the class and guide them towards learning in parallel with language teaching syllabus designed in advance for the purpose of educating foreign language learners.

A syllabus may clearly specifies learning content but as it was explained by Brumfit (1984:80) "it may not be able to specify teachers' classroom procedural choices without limiting them so much that they are unable to respond to the immediate personal and interactional needs of individuals or groups in the class." That is what we expect to identify in this study and to find a clear cut solution through training ELT/EFL teachers on not how to teach a foreign language but how to carry out language teaching instructions with learners through solving problems beyond language teaching in a non-native teaching environment. The foreign language teachers are expected to be learners' partners in a non-native learning environment. They should not assume roles of a teacher who teaches the foreign language in a very formal environment without any interaction and strictly following the teaching syllabus and what is in the book; that is to say, they are not there for passive teaching but actively involving in Foreign Language Teaching (FLT) itself. So for the sake of this purpose, learner motivation, clear cut interaction principles, strictly applying EQ competence issues specifically empathy while teaching/learning takes place are to be mentioned a few. Teachers, experienced or inexperienced, may held themselves responsible to share in-class teaching activities with learners and are not apt to consider FL learners as captive audience. Besides, roleplay activities may give them an opportunity to make their classrooms as a teachable and learnable place, because as defined by Eslami, et.al. (2010:228) role play activity in FLT "... an interactive and enjoyable way to practice professional language use is role-playing. Suitable for both native and non-native English speaking students," However, this may also help them to reflect their abilities while teaching in a non-native environment and in this context "the benefits of role-playing activities in the course of teacher preparation are manifold. They increase trainees' independence, improve their analytical abilities, help to apply academic knowledge to real life situations, and provide an opportunity for reflective practice" (Malderez & Bodóczy, 1999).

**PROBLEM DEFINED**

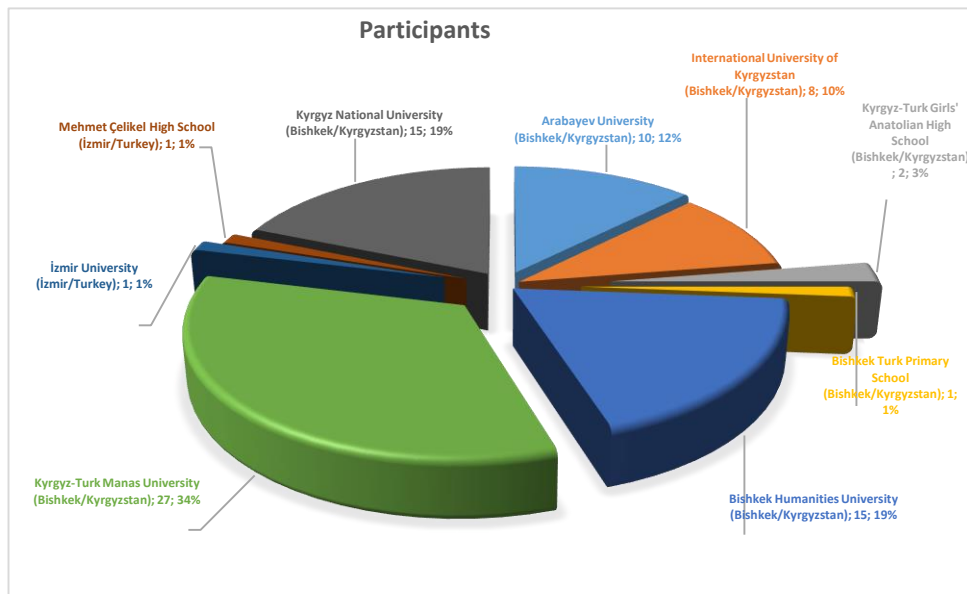
Even though learners of a foreign language, non-native teaching/learning environment, teaching materials, mixed ability groups, learners’ FLL ability, large-size classes, using modern technology and the purpose of foreign language teaching are considered to be rather significant in FLT, the non-native teachers’ attitudes towards FLL/ELT, their educational background and their ability to teach a foreign language, emotional intelligence based on problem solving, class management, learner-teacher-learner interaction while teaching, teacher’s tolerance, organization ability, showing empathy to learners especially who have got individual learning problems or slow pacers, etc. seem to be more important in teaching ELT/EFL in a non-native teaching environment.

So the coursebooks using multimedia, such as the internet, facebook, smartphones, notebooks, messaging all the way possible through present technology, learners’ use of all technology and multimedia-based equipment and resources are considered to be supplementary components for implementing ELT/EFL in a non-native teaching environment. However, non-native teachers’ presence in the teaching/learning environment is thought to be a key factor in order to establish a best way of teaching a foreign language to non-native learners. Thus, to create a better teaching atmosphere and environment, to establish a very comprehensible learner-learner-teacher-learner interaction, a best way of problem solving in FLL and to create emotionally safe non-native learning environment and comprehensible, sharing and caring type of interaction non-native ELT/FLT teachers should be trained with pre or in-service teacher training courses based on specifically technology, EQ and performance in the TT course content. In other terms, non-native teachers of a foreign language are those “who aim to develop learners instead of teaching them, who help their pupils to become independent (learning to learn), who provide students with motivation and interest for life-long learning and urge them to become autonomous learners, is essential in the education of the future” (Szucs, 2009).

**METHOD**

This study aims at non-native ELT/EFL teachers’, experienced or inexperienced, perceptions, reflections and experiences on designing a task and content based non-native teacher training syllabus based on technology, EQ and teachers’ individual performance in a non-native teaching environment. A total of 81 teachers (table 1) from different and various teaching institutions participated in this study. Most of the participants are university instructors (96%), while 4% are high school teachers and 1% is a teacher from primary school. 77 participants out of 81 in total are at tertiary level instructors teaching EFL. Their viewpoints had very strong impact on our research whether designing such a non-native teacher training syllabus covering above components is or maybe somewhat useful as for training the EFL/ELT teachers for the sake of improving learners’ learning/acquisition of a foreign language and teachers own professional development as well. The questionnaire participants are comprised of four countries (Kyrgyzstan, Turkey, USA and Russia) so their consideration of TTS enforces our view designing such a syllabus solely based on teachers training that is significantly distinct from a regular foreign language teaching syllabus.

**Table 1:** Cumulative Distribution of the Participants’ Institutions and Countries



## RESEARCH QUESTIONS

The study covered the following demographic and research questions which had significant basis for investigation into ELT/EFL teachers' perception of designing such a syllabus based on various tasks and components different from syllabuses implemented in a curriculum by institutions. The research questions implemented, discussed and processed in this study are as follows:

1. Non-native teachers of English may benefit from the EQ-based ELT/EFL Teacher Training very much as a pre- or in-service training where they practice some teaching, student and classroom issues.
2. The pre- or in-service teacher training based on EQ principles may lead teachers to have a very high level of empathy in regard to overcoming students' EFL learning difficulties.
3. Not only EQ but also technology and performance-based pre- or in-service teacher training may help non-native EFL/ELT teachers to teach the Target Language better.
4. "All learning has an emotional base" said Plato; if we increase the EQ-emotional intelligence of language teachers, we can lead them to have better interaction with students and it may also help them to have a very good learning outcome.
5. Non-native ELT/EFL teachers' in-class interaction with students plays a very important role on learners' success in learning TL, so the implementation of such a pre- or in-service teacher training may increase their awareness of in-class teacher-learner interaction.
6. Even though the technology (internet, social media and technology-oriented language education) has increased rapidly for the last 20 years, EFL/ELT teachers' education through pre- or in-service teacher training based on technology, EQ and performance will help them to keep up with the recent developments in ELT/EFL and technology implemented.
7. "Error correction" is an important issue in foreign language teaching; so, as a non-native ELT/EFL teacher to participate in such a teacher training may help us to be more tolerant and lenient about correcting the learners' mistakes.
8. Foreign Language Learning requires to have a stress-free classroom atmosphere in order to get a better learning outcomes; so pre- or in-service teacher training based on EQ, performance and technology use for a short time may help teachers to realize the learners' fear, inhibition, reluctance and reasons of their demotivation while teaching the TL better.
9. Such pre- or in service trainings increasing teachers' and learners' awareness of teaching and learning problems related to technology, EQ, teachers and learners' attitudes towards TL and both learners' and teachers' in-class personal and social interaction may help build up a better teacher-learner partnership.
10. The pre- or in-service teacher training syllabus on Technology, EQ and Performance-based non-native ELT/EFL Teacher Training may be most helpful/useful for teachers teaching following group:

## INSTRUMENT

In this study three-section survey (demographic questions, research questions and comment section) was used for data collection to be processed prior to design a suggested non-native teacher training syllabus from the respondents all of whom were teachers/instructors of ELT/EFL. The first section covered demographic questions (DQ) investigating subjects' background and were about the participants' (DQ01) nationality, (DQ02) experience of teaching in ELT, (DQ03) their participation in any teacher training in ELT at least 2 weeks and whether they believe or not (DQ04) that their participation in TT activities based on EQ, technology, student-teacher interaction and performance for at least two weeks can be useful in their professional development which had to be answered "yes", "no", "maybe", "not sure". The second section was made up of 10 research questions (RQ) in which respondents were requested to choose a number from 1 to 5 using the criteria, based on a five-point Likert-type scale (McLeod, 2008) "strongly disagree", "disagree", "undecided", "agree", and "strongly agree". The items in the research section of the questionnaire were based more likely on the respondents' individual ideas as follows:

- benefit from such a suggested syllabus,
- EQ principles to be implemented the syllabus, EQ, technology and performance based syllabus,
- Having high level of empathy for overcoming student's learning difficulties,
- the higher their EQ is, the better they teach,
- increasing their awareness of in-class teacher-learner interaction,
- help them keep up with the recent developments in ELT/EFL and technology implemented,
- expecting them to be more lenient and tolerant about correcting the learners' errors after such TT,
- help the realize the learners' fear, inhibition, reluctance, demotivation while teaching the TL better,
- learners' and teachers' in-class personal and social interaction may help build up a better teacher-learner partnership,
- (RQ10) asks about their ideas concerning such a suggested syllabus may be most helpful/useful for teachers with/for certain teaching groups (children, very young learners, young learners, young adults, or adults).

**PROCEDURE**

A suggested pre- or in-service technology, EQ and performance-based non-native ELT/EFL teacher training syllabus (TTS) was designed along with the results and comments given by the participants and the components of the syllabus were not completely discussed with the participants in the process of survey study. Yet this is thought to be a pre- or in-service syllabus suggestion, all the details to be implemented in the syllabus were not included in the survey items but the main concepts such as EQ, performance, technology and the activities were included to find out about the participants’ point of view. The details of the suggested syllabus this study completely based on are as follows: the time and duration of the syllabus is four weeks and 52 hours in total. The syllabus has four stages; first stage is about technology in FLL/ELT; second stage covers EQ and ELT/EFL teachers; third stage is based on teachers’ performance and practice; case study, act-out and role-play is the last stage. The pinpoints, contents, objectives, achievable goals and expected outcomes, and finally specifications to be considered (unpredictable drawbacks and problems) with detailed explanations for each stage are given in a suggested syllabus design as follows (table 2):

**Table 2:** A suggested pre- or in-service Technology, EQ and Performance-based non-native ELT/EFL Teacher Training Syllabus

<b>Time &amp; Duration</b>			
<b>Week 1 (10 hours)</b>	<b>Week 2 (12 hours)</b>	<b>Week 3 (14 hours)</b>	<b>Week 4 (16 hours)</b>
<b>Stages &amp; Pinpoints</b>			
<p><b>Technology in FLL/ELT Stage:</b> Recent Technology (multimedia equipment, smartphones, social networks, the internet, facebook, tweeter and etc.) used during teaching in non-native teaching environment</p>	<p><b>EQ and ELT/EFL Teachers Stage:</b> Emotional Intelligence (EQ) &amp; selected constructs to be utilized in teaching</p>	<p><b>Performance and Practice Stage:</b> Practice with</p> <ul style="list-style-type: none"> <li>• Leadership in the classroom</li> <li>• Class management</li> <li>• Problem solving</li> <li>• Teacher-learner-learner - teacher interaction</li> <li>• Icebreaking</li> <li>• Helping decrease learner inhibition</li> <li>• Individual FLL problems and solutions</li> <li>• Difficulties teaching to mixed ability groups</li> <li>• Autonomous learning in ELT</li> </ul>	<p><b>Case study, act-out and role-play Stage:</b> Group activities, acting out, case studies and role-play</p> <ul style="list-style-type: none"> <li>• Individual Teacher’s in-class experiences to be discussed</li> <li>• Role-play activities to find solutions to problems encountered while teaching</li> <li>• Differences and difficulties teachers distinguished as an experience</li> <li>• Case studies determined by teachers and finding solutions</li> </ul>
<b>Objectives</b>			
<p>At this stage, the trainee teachers will be helped to be familiar with using multimedia technology in FLL classroom and sharing their own experience they had in their teaching with other trainees. They will also experience as for how to use social networks, smartphones and its different functions, the internet to increase the</p>	<p>At this stage, the trainee teachers will all be equipped with basic EQ principles and competence issues that might be implemented while teaching a foreign language in a non-native environment. This may also help them to find out their strengths and weaknesses in teaching and teach them the way how they might overcome them. Each EQ</p>	<p>This stage seems to be the most important part of this training. What have been taught and shown at the first two stages will be practiced by trainee teachers with the help of the trainer(s). Peer group discussions, interactions and sharing experience among the trainee teachers will be encouraged. Specifically how to use technology, EQ competence issues basically showing empathy, organizing ability, management skills,</p>	<p>At this final stage of the training, the trainee teachers may have the opportunity to share their own experiences, way of teaching a foreign language, individual differences, and specific considerations of ELT through act-out, role-play, and peer group discussions. This stage may enable them to show their week and strong sides in their teaching a foreign language as well as to realize learners’ individual problems in FLL. Trainee teachers may also have time to practice what they have mastered so far in this training and may also show</p>

technology awareness among them for only increasing learner motivation in ELT.	competence issue may point out a new insight in ELT.	etc. and applying the multimedia, the using of internet resources, how the smartphones (messaging, using whatsapp (and the like) applications may be used in ELT/FLL taking into consideration today's learners to be definitely proficient users of such technologies as citizens of digital technology at present.	their ability how they may increase their teaching skills better. The main objective at this stage is to show the trainee teachers how they have improved their ELT skills with the help of technology, multimedia, individual practice/performance and mainly EQ competence issues might be implemented in ELT/FLL.
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**Achievable goals & expected outcomes**

Using technology as supplementary medium in ELT/FLL. Trainee Teachers are expected to implement technology and multimedia in teaching to help learners have better results	Practice EQ competence issues to be more skillful foreign language teacher and make local FLL environment friendlier by humanizing ELT. The expected outcome at this stage is that trainee teachers will achieve awareness of their EQ skills to be utilized in ELT. They will also be able to establish emotionally safe environment	At this stage, the trainee teachers will be able to apply EQ constructs and perform sample teaching instances and share personal or group experiences through their own performance and practice. The expected outcome may be their implementation of what they have practice in actual non-native teaching situations.	Goals: finding solutions to problems in ELT/FLL by way of acting out sample situations, practicing actual case studies and role-play activities as part of showing empathy to learners. As for the expected outcomes, the trainee teachers will be able to act out their teaching practice in various situations, role-play may help them to improve their empathy to learners and colleagues and case studies may help them mirror their own strengths and weaknesses in ELT as professional foreign language teachers.
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**Specifications to be considered (unpredictable drawbacks and problems)**

<ul style="list-style-type: none"> <li>• Technophobia some trainee teachers might have.</li> <li>• Lack of technological equipment.</li> <li>• Being against using technology in-class foreign language teaching.</li> <li>• Keeping up with recent technology and developments in ELT/EFL</li> </ul>	<ul style="list-style-type: none"> <li>• Being against having EQ skills to be improved.</li> <li>• Not believing that EQ might help increase the level of teachers' teaching skills.</li> <li>• Due to lack of background knowledge of EQ, some teachers might consider it difficult to be implemented in ELT.</li> <li>• Some may find it difficult to master EQ competence issues after a certain age.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual preferences and teaching differences in practice.</li> <li>• Lack of self- motivation and foreign language teaching skill.</li> <li>• Inexperienced and experienced teachers' perception of ELT/FLL and its practice.</li> <li>• Cultural issues to be effective in teaching a foreign language in local conditions and lack of performance and practice in regard to teacher training.</li> <li>• Differences in previous professional education.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of ability to act-out and role-play.</li> <li>• Not to volunteer to share own professional experiences in ELT.</li> <li>• Case studies might not help to all trainee teachers as expected due to cultural, social and conceptual differences.</li> <li>• Not to desire to reveal problems experienced while teaching</li> <li>• Lack of peer group interaction previously</li> <li>• Local and cultural considerations of ELT/FLL might be accepted as unpredictable drawbacks and problems.</li> </ul>
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**DATA ANALYSIS**

First of all the data was sorted and the variables were summarized into qualitative data which made them easy to analyze for further discussions. The collected data from actively involved experienced and inexperienced teachers from various institutions was directly fed into *IBM SPSS Statistics version 22* program prior to being subjected to statistical analysis for computation of descriptive statistics. The data from the demographic section of the survey

were also analyzed by this statistics program to have a reliable qualitative data analysis. However the firsts section (DQs) and the last (comment section) parts collected through the survey specifically based on general framework of this study and comments were all related to the general application of the suggested syllabus designed. The teachers' negative and positive reactions to design such a suggested syllabus different from a familiar ELT/EFL syllabuses designed so far in the professional field were aimed to searching prior to design such a suggested syllabus. All data collected were subjected to content analysis which is a useful model to explain the basic process of qualitative data analysis. The main part (second section) of the survey was based on individual teacher's personal opinions and experiences related to their professional ELT in a non-native environment. However, the model, interlinked and cyclical, consists of three parts: Noticing (observation), Collecting, and thinking about related things in advance. The data received was coded as "strongly disagree" 1, "disagree"2, "undecided"3, "agree"4 and "strongly agree"5. After the data collection process, means, frequencies, median, reliability analysis and percentages were calculated and put in graphics for each item in this section. The data written into charts produced by the SPSS 22 program are studied and given in the results section below.

## RESULTS

The results from the survey research questions (RQ01-RQ10) are processed and presented within the framework that will establish a concrete basis for designing a suggested syllabus based on given components in the syllabus body above. Research findings from this section of the survey are given with some graphics related to the study and some cross tabulations present a few items from DQs section with all items in RQs. Unfortunately there were only a few comments in the survey (last section) and they will also be presented in the body of the study. The survey searched for an answer from non-native ELT/EFL teachers to a preliminary question:

*“Do you agree or disagree whether a suggested pre- or in-service Technology, EQ and Performance-based non-native ELT/EFL Teacher Training Syllabus (TTS) might be helpful/useful in foreign language teaching (FLT) in a non-native environment?”*

And it also searches for answers to such a question:

*“To what degree do you agree that pre- or in-service teacher training rather than training on how to teach a foreign language (methodology and training on coursebook syllabus) but based on paralinguistic features of FLT can sure be more educational, practical and performative?”*

The survey results set up a very comprehensible basis for designing such a TTS and led us to search for other related paralinguistic components such as *teachers' personalities/teaching abilities, class management, problem solving skills, conflict management, increasing learner autonomy, developing empathy towards target teaching group, increasing learner-teacher interaction etc.*

The reliability of the survey RQs (01-09) was measured by Cronbach's Alpha and it was found out as ,843 for nine items. The RQ 10 was not included because it was somewhat different from the first nine questions expecting the participants' preference rather than their ideas. In table 3, the following *one sample T-test* acknowledges that the RQ (01-10) were reliable and over 4 as shown in the means section. There were some missing answers (RQ04 and RQ10) and they were not included in the statistics below.

**Table 3:** T-Test: One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
RQ01	81	4,09	,596	,066
RQ02	81	4,00	,689	,077
RQ03	81	4,12	,678	,075
RQ04	80	4,19	,597	,067
RQ05	81	4,00	,632	,070
RQ06	81	4,12	,678	,075
RQ07	81	4,00	,652	,072
RQ08	81	4,25	,643	,071
RQ09	81	4,09	,656	,073
RQ10	67	4,06	,868	,106

In Table 4, the descriptive statistics display means, frequencies and percentages with regard to how and to what extent non-native teachers agreed or disagreed about *benefits of EQ-based TTS, empathy, teaching TL better, EQ and higher learning outcome, awareness of in-class teacher-learner interaction, keep up with recent developments and technology, help them be more lenient and tolerant about error correction, help teachers to realize the learners' fear, inhibition, reluctance and reasons of their demotivation and help build up a better teacher-learner partnership*. RQ ten is based on which *group of teachers this TTS may be the most helpful when implemented*. When processed in general terms, the survey results shed light upon asserting non-native teachers beliefs as to whether such a pre- or in-service non-native TTS may be very practical, performative and helpful if implemented specifically and distinctively for training teachers before commencing teaching business in a non-native environment. However, there are a few missing values and there are some respondents who are not sure about their decisions if such syllabus design might be helpful for non-native teacher or not; so, if table 4 investigated closely (RQ01 13,6 %, RQ02 16 %, RQ03 13,6 %, RQ04 9,9 %, RQ05 16 %, RQ06 9,9 %, RQ07 17,3 %, RQ08 7,4 %, RQ09 9,9 %) almost 10 percent of non-native teachers in average were undecided about the implementation of such syllabus. This may have various reasons depending on their cultural background and professional education. Nevertheless, this descriptive statistics of the survey reveal that a non-native TTS that specifications and details given above (table 2) may thought to be a prerequisite for experienced or inexperienced non-native teachers' to gain and improve teaching skills and paralinguistic aspects of ELT.

**Table 4:** Frequencies of survey results related to non-native ELT/EFL Teacher Training Syllabus

Research Questions (RQ)	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
<b>RQ01:</b> benefit from the EQ-based ELT/EFL Teacher Training	U	11	13,6	13,6	13,6
	A	52	64,2	64,2	77,8
	SA	18	22,2	22,2	100,0
	Total	81	100,0	100,0	
<b>RQ02:</b> empathy in regard to overcoming students' EFL learning difficulties	D	2	2,5	2,5	2,5
	U	13	16,0	16,0	18,5
	A	49	60,5	60,5	79,0
	SA	17	21,0	21,0	100,0
<b>RQ03:</b> pre- or in-service teacher training may help non-native EFL/ELT teachers to teach the Target Language better.	D	1	1,2	1,2	1,2
	U	11	13,6	13,6	14,8
	A	46	56,8	56,8	71,6
	SA	23	28,4	28,4	100,0
<b>RQ04:</b> if we increase the EQ-emotional intelligence of language teachers, have better interaction & a very good learning outcome	U	8	9,9	10,0	10,0
	A	49	60,5	61,3	71,3
	SA	23	28,4	28,7	100,0
	Total	80	98,8	100,0	
Missing	System	1	1,2		
<b>RQ05:</b> pre- or in-service teacher training may increase their awareness of in-class teacher-learner interaction.	Total	81	100,0		
	D	1	1,2	1,2	1,2
	U	13	16,0	16,0	17,3
	A	52	64,2	64,2	81,5
<b>RQ06:</b> pre- or in-service teacher training based on technology, EQ and performance will help them to keep up with the recent developments in ELT/EFL and technology implemented	SA	15	18,5	18,5	100,0
	Total	81	100,0	100,0	
	SD	1	1,2	1,2	1,2
	U	8	9,9	9,9	11,1
<b>RQ07:</b> non-native ELT/EFL teacher to participate in such a teacher training may help us to be more tolerant and lenient about correcting the learners' mistakes.	A	51	63,0	63,0	74,1
	SA	21	25,9	25,9	100,0
	Total	81	100,0	100,0	
	D	1	1,2	1,2	1,2
<b>RQ08:</b> pre- or in-service teacher training based on EQ, performance and technology use for a short time may help teachers to	U	14	17,3	17,3	18,5
	A	50	61,7	61,7	80,2
	SA	16	19,8	19,8	100,0
	Total	81	100,0	100,0	
<b>RQ08:</b> pre- or in-service teacher training based on EQ, performance and technology use for a short time may help teachers to	D	1	1,2	1,2	1,2
	U	6	7,4	7,4	8,6
	A	46	56,8	56,8	65,4



realize the learners' fear, inhibition, reluctance and reasons of their demotivation while teaching the TL better	SA	28	34,6	34,6	100,0
	Total	81	100,0	100,0	
<b>RQ09:</b> teachers and learners' attitudes towards TL and both learners' and teachers' in-class personal and social interaction may help build up a better teacher-learner partnership.	SD	1	1,2	1,2	1,2
	U	8	9,9	9,9	11,1
	A	54	66,7	66,7	77,8
	SA	18	22,2	22,2	100,0
	Total	81	100,0	100,0	
<b>RQ10:</b> may be most helpful/useful for teachers teaching following group	VYL(4)	3	3,7	4,5	4,5
	YL (3)	14	17,3	20,9	25,4
	YA (1)	26	32,1	38,8	64,2
	A (2)	24	29,6	35,8	100,0
	Total	67	82,7	100,0	
Missing	System	14	17,3		
	Total	81	100,0		

Key: (for RQ 01-09) SD: strongly disagree; D: disagree; U: undecided; A: agree; SA: strongly agree. (For RQ 10) VYL: very young learners; YL: young learners; YA: young adults; A: adults

Research findings of the survey cover a general statement of the participants' decision on being trained in a non-native TTS to develop teachers' skills and increase in-class awareness. Item nine (*RQ9: teachers and learners' attitudes towards TL and both learners' and teachers' in-class personal and social interaction may help build up a better teacher-learner partnership*) received the highest response (agree, 66,7 percent ; strongly agree, 22,2 percent) which emphasizes learner-teacher partnership in learning extremely needed in ELT classes specifically in non-native environment.

The survey results cover quite a few analysis related to our research on syllabus design. We had various crosstabulations between the items from demographic and research question sections. However, we found it useful to support our argument and strengthen the idea of syllabus design, a crosstabulation table (table 5) analyzing the correlation between DQ04 “Do you believe that your participation in teacher training activities based on EQ, technology, student-teacher interaction and performance for at least two weeks can be useful in your professional development?” based on “yes”, “no”, “maybe”, or “not sure” scale and RQ09 “Such pre- or in service trainings increasing teachers' and learners' awareness of teaching and learning problems related to technology, EQ, teachers and learners' attitudes towards TL and both learners' and teachers' in-class personal and social interaction may help build up a better teacher-learner partnership” were given below:

**Table 5:** DQ04 \* RQ09 Crosstabulation Analysis

DQ04			RQ09				Total
			SD	U	A	SA	
Yes	Count		1	7	39	16	63
	% within DQ04		1,6%	11,1%	61,9%	25,4%	100,0%
No	Count		0	0	1	0	1
	% within DQ04		0,0%	0,0%	100,0%	0,0%	100,0%
Maybe	Count		0	1	12	2	15
	% within DQ04		0,0%	6,7%	80,0%	13,3%	100,0%
Not sure	Count		0	0	2	0	2
	% within DQ04		0,0%	0,0%	100,0%	0,0%	100,0%
Total	Count		1	8	54	18	81
	% within DQ04		1,2%	9,9%	66,7%	22,2%	100,0%

What we infer from this crosstabulation analysis is that the participants responding the DQ04 item “yes” in majority also marked “agree”(61,9%) and “strongly agree” (25,4%) scale for the item RQ09 reveals that the idea was accepted and supported in terms of designing such a non-native TTS. This strengthens and encourages us to

prepare and implement such preliminary syllabus design to train non-native teachers based principally on such paralinguistic components as follows:

- EQ competence issues (both personal and social) (mostly leadership, empathy and motivation)
- case studies experienced and related to in-class teaching,
- implementing and using recent technology and multimedia in ELT/EFL classes,
- teachers' performance, role-play, act-out,
- specifically problem solving, crisis management, class management and
- training activities increasing learner-teacher partnership in learning.

### **DISCUSSION OF THE COMMENTS GIVEN**

Unfortunately we received only a few favorable or unfavorable comments in the survey as follows:

1. *"Some questions are only focused on non-native teachers. In my opinion, these questions are valid for native teachers as well."* (a high school teacher, Turkey)
2. (about RQ8) *"To learn a language or something else needs low anxiety which may stimulate motivation in my opinion so a stress-free or too much relaxed classroom environments may cause unmotivated students especially in the early ages. In other words a bit disturbing environment may be good for the process."*
- 2.1 (about RQ10) *"I think, the younger the students/learners are the more motivational they are, so to be emphatic and to care about emotions are much more helpful or useful for training younger learners."* (a Turkish high school teacher, Kyrgyzstan)
3. (about RQ10) *"The last No 10 can be also useful for any group indicated under point 10."* (a Kyrgyz university teacher, Kyrgyzstan)

The study may also have covered the native ELT/EFL teachers as mentioned in the comments above (1), yet we had to narrow down the scope of the study to non-native ELT/EFL teachers to collecting data and get access to the participants easily; however, this is a very preliminary study and some other studies covering native teachers might possible be done with some limitations. As for the second comment (2 and 2.1) about RQ08, the participants comment supports the idea we presented in the survey to decrease learner inhibitions, create low anxiety class atmosphere and a safe learning environment. The participant claims in this comment on RQ10 (2.1) that motivation is closely related to the learner's age, but we have young adult and adult students as well. In this study we strongly emphasize empathy and care for learners' emotions while learning takes place are what all learners at all ages need. EQ competence issues in this TTS are presented to train teachers teaching various age groups at different levels. The last comment is about RQ10 asking participants' opinion about such TTS might be the most useful for teachers teaching at which group. In fact, this TTS might be implemented for any group of teachers no matter to what age group they teach, but in order to design the syllabus components and contents we preferred to find out about our target group of teachers teaching to certain age groups. Nevertheless, as seen above (table 4) responses to RQ10 were distributed almost equally among the scales (YL: 17,3 %; YA: 32,1 %; A: 29,6 %); and very young learners received the least response (3,7%).

### **PEDAGOGICAL IMPLICATIONS AND DRAWBACKS**

As mentioned earlier ELT/EFL teachers have to assume so many roles (Harmer, 2001; Richards & Lockhard, 1984; Titone, 1995) while teaching a foreign language and implementing teaching syllabus in the classrooms for different age groups of learners. Martin (2011) defines a taxonomy of an effective EFL teacher's specifications in 42 items most of which require paralinguistic features rather than teacher's teaching skill and language proficiency. A few randomly chosen examples may make this idea clearer in terms of EFL teachers' duties and roles they have to carry out throughout teaching business as a profession as follows:

*"Learn your students' names, turn regular activities into games or competition, motivate your students with variety, don't teach linguistics. Language and culture are inseparable, don't leave the learners in the dark, be enthusiastic! don't do it just for the money, show interest in the students as individuals, allow opportunities to communicate directly with students, allow time for free communication, use humor to liven up the class, circulate, move about the classroom, don't talk too much, be sensitive to your students, don't be a psychiatrist, respect both "slow" and "fast" learners, don't lose your cool, be frank, be a coach, don't overcorrect, laugh at yourself sometimes."* (Martin 2011)

All these aspects expected from an EFL teacher are closely related to the behavior, skill, class management, learner-teacher interaction and teacher's attitude towards learners. These skills and behaviors may be presented

within a non-native TTS and the hands-on experience with such components in pre- or in-service teacher training provides an opportunity for teacher trainees, experienced or inexperienced, to apply teaching principles to real-life situations, build confidence in their skill and pedagogical style, gain exposure to various learning styles and classroom situations, and acquire valuable teaching experience. Practicing these components will assist a teacher in feeling more prepared as well.

Such trainings aimed at improving teachers' various skills and behaviors in professional teaching business should be done as microteaching for macro teaching. Microteaching (Remesh, 2013; Allen & Wang, 2002; Wilkinson, 1996; McGarvey and Swallow, 1986; Turney, et al., 1973) was invented first by Dwight W. Allen, Robert Bush, and Kim Romney (1950) at the Stanford University and since that time as a scaled-down, simulated teaching encounter designed for the training of either pre- or in-service teachers. Even though microteaching provides teachers with the opportunity for the safe practice of an enlarged cluster of teaching skills while learning how to develop simple, single-concept lessons in any teaching subject, in this study microteaching was conceptually considered for training non-native EFL teachers to practice certain paralinguistic aspects of ELT/EFL. This training aims at a preliminary microteaching to train teachers with a specifically designed TTS to help trainee teachers practice certain skills to improve because "many NNEs are known to experience anxiety and fairly low self-esteem associated with their non-native status" (Kamhi-Stein 1999, Samimy & Brutt-Griffler 1999 in Eslami, 2010:228 ). Yet teacher development is more involved with in-service teacher education, it relies more on teachers' personal experiences and background knowledge as the basis of the input content, and its typical teacher development activities include as sited in the suggested TTS such as EQ practices, study groups on various topics, teacher-suggested case studies and self-development and evaluation activities.

What pedagogical implications and unexpected drawbacks that could probably be received out of the study can randomly be outlined as follows:

#### Pedagogic implications

- overcoming teaching difficulties to mixed ability groups,
- having experience through case studies related to actual class situations,
- increasing and developing EQ competence issues such as empathy, leadership, self- confidence, conflict management, etc.
- gaining ability about managing classes and increasing problem solving skills,
- practicing the five Ps (Programming, Pointing out, Pupils, Pre-training and Post-practice)
- peer teaching group activities shared during group activities,
- self-implementing of role-paly activities, case study act-outs and practice prospective problems,
- learning how to defeat learner's inhibition, anxiety, demotivation, reluctance etc. through being trained in microteaching and convey them into macroteaching, that is to say, actual ELT classroom where most theoretical/formal learning and teaching take place.

#### Drawbacks

- trainee teachers' different background education,
- reaction to such paralinguistic features to be trained,
- experienced teachers' acquired classroom teaching habits,
- not to be able to overcome non-native status in teaching,
- no to be able to create a safe-learning environment,
- considering such TTS useless and not helpful to increase learners' learning,
- formal bachelor education in ELT and the individual differences it causes,
- not being able to overcome low self-esteem related to professional experience and language proficiency level.

### **CONCLUSION AND RECOMMENDATIONS**

ELT/EFL teacher education and pre- or in-service teacher training have recently changed very significantly and new technologies such as multimedia, social networks and besides, new concepts have been discussed for a long time. Ever since its emergence in the 1960s into teacher training, microteaching application has gained popularity as a practical training tool in pre-service teacher education programs. Remesh (2013) emphasizes that "Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching."

So, the major goal of a successful teacher-training program implementation as a preliminary training for prospective or active teachers is to expose them to effective teaching strategies, competences and experiences. From that date on, the practice of microteaching has rapidly expanded to other teacher education programs. Recently, many pre-service teacher education programs have introduced the microteaching component in order to

orient prospective teachers and provide them with practical teaching experiences (Fernandez, 2010; Bell, 2007; Amobi, 2005).

This study mainly searched for the probability/possibility of implementing a non-native TTS into ELT/EFL teachers training curriculum as a microteaching prior to macroteaching. It mainly focused on the salient concepts that emerged as a result of investigating ELT/EFL teachers' weak points and lack of teaching experiences. A mixture of quantitative and qualitative approaches was utilized to collect relevant data from ELT/EFL teachers having various teaching backgrounds and experiences in non-native teaching environment. The overall results of this study demonstrated that the inclusion of such TTS into the curriculum pre- or in-service teacher training programs is viewed to have positive impact on ELT/EFL teachers, experienced or inexperienced, awareness and views regarding their language and teaching competencies. The data from the survey provided clear evidence that prospective/active teachers appreciated such a non-native teacher training syllabus based on EQ, technology, performance, practical activities such as case studies, act-out, and role-play in developing effective instructional and personal strategies.

The data gathered has also revealed that a very detailed TTS designed is needed to train non-native teachers to gain confidence, experience, competence and practice prior to or during theoretical teaching in the classroom. However, we could recommend that all teachers join in such teacher training programs to practice fundamental EQ competence issues related to teacher-learner interaction, class management, problem solving, crisis management, the implementation of new technologies (internet resources, social media and various aspects of digital technology) into ELT classroom and thus they are apt to increase self-esteem and lower their anxiety actively participating in role-play, act-out activities as well.

Due to some reasons and facts, either prospective teachers, student teachers or experienced teachers actively involved in ELT after certain theoretical education, are expected to keep up with recent developments in ELT/EFL fields and world of technology related to foreign language education. The rationale behind the idea of designing such a non-native TTS is that to help non-native ELT/EFL teachers to keep up with those recent developments and enable them reflect what they have acquired/learned from these trainings into increasing their awareness of teaching and the learners' learning a foreign language in a better, safe and fear-free, low anxiety teaching environment and learnable atmosphere.

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