

Exploring the Course “Foreign Language Teaching in Primary Schools”: Perspectives of Future Teachers*

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To cite this article

Amaç, Z. (2024). Exploring the course “Foreign language teaching in primary schools”: Perspectives of future teachers. *Qualitative Inquiry in Education: Theory & Practice*, 2(2), 114-130.
Doi:<https://doi.org/10.59455/qietp.32>

Article Info: Received: 17.10.2024

Revised: 16.12.2024

Accepted: 25.12.2024

Abstract

Purpose: This study aimed to evaluate the "Foreign Language Teaching in Primary Schools" course from the perspectives of preservice classroom teachers, analyzing their views on the course's effectiveness and its impact on their professional development. The research sought to contribute to the restructuring of the classroom teaching undergraduate program to better prepare future teachers for foreign language education in Turkish primary schools.

Method: The study adopted a qualitative research method, utilizing a basic qualitative design. The data were collected through an interview form developed by the researcher, which consisted of demographic questions and items exploring participants' opinions on the course. Purposeful sampling was used, and 23 prospective classroom teachers participated. The data were analyzed thematically using inductive coding with MaxQDA qualitative data analysis software.

Findings: The analysis identified four main themes: Expectations from the Course, Learning Outcomes and Skills, Course Practices, and Suggestions. Prospective teachers expressed expectations for practical, content-rich instruction. They reported significant gains in language teaching methods, classroom management, and student engagement. However, challenges included language proficiency and maintaining student motivation. Suggestions for improvement included more hands-on activities and the integration of technology.

Implications: The findings underscored the need to enhance teacher education curricula by making foreign language courses more practical and incorporating up-to-date materials and technology-supported teaching methods. These changes are expected to contribute to the professional development of future teachers and improve the quality of foreign language education in primary schools. The study also offers recommendations for future research on the long-term effects of such courses on teachers' professional growth.

Keywords

foreign language teaching, primary education, teacher education, teacher candidates

* A part of this research was presented at EDUCongress 2024, Diyarbakır, Türkiye.

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Problem Statement

Second language skills are vital for individuals to communicate, develop cultural awareness and succeed in the competitive labor market nowadays. In this context, starting the language learning process at an early age offers a significant advantage in terms of language learning (Çimen, 2020; Maynard, 2012). Foreign language in primary schools education offers this early learning opportunity. This allows students to develop their foreign language skills. Primary school classroom teachers, as key actors, guide students in this early language learning process. Therefore, teachers who are well-equipped in foreign language teaching are a critical factor in the success of foreign language education (Bekleyen, 2020).

There are numerous studies investigating the challenges and perceptions related to foreign language teaching in Türkiye. For example, Özel, Konca, and Zelyurt (2016) emphasized that pre-service preschool teachers see foreign language learning as both a priority and a necessity, in line with Cingi's (2021) findings emphasizing the importance of foreign language education at an early age. However, Pan and Akay (2015) found that despite their positive attitudes to English, pre-service teachers experienced anxiety about teaching English. Similarly, Kılınç (2016) found that teachers who teach second grade primary school students have positive views about the English curriculum, but they face great difficulties in implementation. Mutlu (2017) identified the difficulties in foreign language teaching in primary schools in Türkiye as follows: Inadequate teacher competencies, low weekly hours of language classes, emphasis on grammar rather than speaking skills, and lack of teaching materials. In addition to this Tabrizi et al. (2023) confirm that practicing time for English is not adequate in primary schools.

More recent studies have shown diverse things affecting teaching foreign languages. For instance, Ülker (2022) conducted a study with primary school teachers in multigrade classrooms for her master's thesis. The results of this research showed that there were various challenges in terms of not having enough time and resources to teach language skills. Doğan et al. (2020) found similarly that teachers of multigrade classrooms had difficulties related to materials and motivation of students to learn English. They also did not feel to have enough skills to teach English.

A body of research has identified problems related to teaching languages in primary schools. For example, a study by Falah et al. (2023) pointed out some of the problems related to teacher qualifications and a lack of resources in teaching languages at primary schools in Indonesia. They also found problems like low student motivation and not enough time. Turan et al. (2024) found that many teachers in primary schools in Türkiye did not feel ready to teach English. The teachers in the study said it would be better if the teachers who teach English had training in that area. Kubanç and Selvi (2022) compared how English teachers and primary school teachers approach their work. They found that classroom teachers were enthusiastic about teaching English and enjoyed the subject, but they did not possess the appropriate teaching skills for it. Meanwhile, English teachers did not follow the standards in the English curriculum and used old-fashioned ways of teaching language.

Another study was carried out in Türkiye by Kozikoğlu and Arkalı (2024), dealing with the experience of teachers teaching English. It has been indicated that teacher education was not good enough, the curriculum was too rigid, and there was a lack of support from school administrations and parents. Also, inadequate materials and low levels of student readiness were

cited as problems. Palabıyık and Oral (2022) have pointed out that poor course design, poor teaching materials, inadequate classroom conditions, and problems related to measurement and evaluation are the results of their research on difficulties faced in foreign language education at primary, middle, and high school levels in Türkiye.

These and similar findings are suggestive that foreign language teaching at primary level in Türkiye has many problems. Some of the problems for this include teacher training, curriculum design, lack of resources, and teaching methods. More precisely, this is blamed on some specific issues such as teachers having limited knowledge of world languages as well as teaching skills; the curriculum failing to catch up with current changes, and there is a lack of good educational materials. In this case, primary school teacher candidates should improve in teaching a foreign language and raise their confidence about it.

The Turkish Ministry of National Education revised the primary school curriculum in 2012 as a part of the implementation of the 4-4-4 compulsory 12-year education system. Accordingly, starting from the second grade, English has been inserted into the curriculum as a compulsory foreign language course with two hours per week. This change has increased the demand for English teachers, mostly in rural schools where there is a shortage of English teachers. Similarly, the Council of Higher Education in Türkiye changed the undergraduate curriculum for classroom teaching in 2018. It included the Foreign Language Teaching in Primary Schools (FLTPS) course as a required course, to prepare future classroom teachers to provide English language education.

This is a five-credit course to improve English language teaching in primary schools in Türkiye. According to YÖK (2018), the course covers topics like the comparison between the Turkish and English languages, approaches, methods, techniques, and applications for primary school teaching. The FLTPS course aims at giving a solid foundation for English language education in primary schools. It is hoped that this course will improve the quality of English as a second language education in primary schools in Türkiye, overcome the problem of not enough English teachers in primary schools, and make foreign language education more effective.

This course is relatively new, so there is little research on it. For instance, Tekin (2023) investigated the effectiveness of the FLTPS course on educating classroom teachers by using a mixed-method study. It was indicated that participants became more confident in using different teaching techniques because of the course. However, it also presented some findings showing that primary school teacher candidates were worried about their English skills. In the study by Çapan et al. (2024), anxiety levels of classroom teacher candidates toward learning a foreign language were investigated. The study aimed to understand the sources of anxiety among teacher candidates and their expectations from the FLTPS course. While the course did not significantly reduce overall anxiety levels, it effectively equipped participants with practical teaching skills, lightening their concerns about foreign language instruction. Both studies have presented the importance of the FLTPS course for teacher education.

Despite the related research on English proficiency levels (Tekin, 2023) and anxiety factors (Çapan et al., 2024), it is realized that more effort is needed in how this course contributes to professional development holistically. Therefore, this study wishes to meet this issue halfway by focusing on the course from the perspective of classroom teacher candidates in order to help curriculum development and evaluation (Demirel, 2017). The present study also differs from earlier studies related to the content of the course, its organization, and its contribution toward

fulfilling the practical and teaching needs of future educators. The findings of this research are expected to shed light on potential improvements to the undergraduate curriculum, specifically focusing on the foreign language teaching competencies of future primary school teachers.

According to Demirel (2017) it is important to include pre-service teachers in the curriculum evaluation process. Because their feedback gives a direct idea about the effectiveness, appropriateness and quality of the course. This feedback can be seen as a method for identifying the benefits and drawbacks of the course and can lead to improvements in teaching methods, course materials, and assessment strategies. Since this course is a compulsory part of the current primary teacher undergraduate curriculum, understanding the perspectives of those who are expected to teach the compulsory English course in primary schools can significantly improve the quality of foreign language teaching.

Similar to Boyraz's (2021) study examining pre-service primary school teachers' views on the selective Primary School Program course, this study aimed to explore primary school teacher candidates' perspectives on the FLTPS course and to reveal their views on the content, structure, and overall effectiveness of the course. This study aimed to answer the following research questions:

1. What are the opinions of pre-service primary school teachers about the FLTPS course?
2. What are the expectations of pre-service primary school teachers from the course?
3. What are the opinions of pre-service primary school teachers about the way the course is taught?
4. What are the suggestions of pre-service primary school teachers to improve the course?

Method

Research Design

A basic qualitative research design was adopted in this study. Merriam and Tisdell (2016) note that unlike other qualitative designs such as case study, phenomenology or ethnography, this design is particularly suitable for research that seeks to understand how individuals interpret and make sense of their experiences based solely on data obtained through interviews. The basic qualitative research design focuses on exploring participants' experiences in a natural setting and provides flexibility in data collection and analysis.

Study Group

This study employed purposive sampling (Yazar & Keskin, 2020) to select its participants. For this purpose individuals with experience and knowledge about the FLTPS course were included. The participants were selected from pre-service classroom teachers studying at Kilis 7 Aralık University Kilisli Muallim Rifat Faculty of Education, Department of Classroom Teaching and enrolled in the FLTPS course in the 2023-2024 academic year. A total of 23 pre-service teachers,

17 female and six male, voluntarily participated in the study. Purposive sampling allowed the participants' views on the course to be examined, contributed to the in-depth determination of the views on the course and the understanding of the suggestions for improvement.

Data Collection Process

To collect data, the researcher developed an interview form designed to gather participants' perspectives on the FLTPS course. The form comprised two sections: The first section gathered demographic information (e.g., gender, grade level), while the second section consisted of open-ended questions probing participants' views on the course. The eight questions in the second section are related to the course objectives, content, program structure, classroom practices, assessment and evaluation methods, expectations, learning outcomes and participants' suggestions.

Expert review was applied to ensure the validity of the interview form. Two academicians specialized in classroom and foreign language teaching reviewed the form. Their feedback helped to ensure both the clarity and appropriateness of the questions. Before data collection, ethical approval was obtained from the Kilis 7 Aralık University Ethics Committee. Data were gathered through in-person interviews. Each interview lasted approximately 25 minutes. Sufficient time was provided for the participants to explain their views in detail.

Data Analysis

The data were analyzed using thematic analysis outlined by Braun and Clarke (2022). In thematic analysis, the parts that repeat and form patterns among the data are determined. Relationships and meanings in the data are identified. In this process, an inductive approach that allows themes to emerge naturally from the data was used. The data were coded in the Maxqda software. This program helped systematically organize and manage the codes. This analysis technique contributed to a detailed understanding of the participants' views. To ensure coding reliability, expert opinion was utilized in line with the recommendations of Braun and Clarke (2022). Accordingly, during the coding process, two experts—one specializing in curriculum and instruction and the other in language teaching—were engaged iteratively to critically discuss the coding framework. This collaborative approach helped ensure coherence and credibility in the thematic analysis.

Credibility and Research Ethics

In order to ensure the credibility, reliability and ethical integrity of the research, the methods specified by Yıldırım and Şimşek (2013) were used. To ground the findings on real experiences, direct quotes from the participants were used without correcting errors such as grammatical errors. However, partial corrections may have been made during translation from Turkish to English. The research process was described in detail to ensure transferability. In addition, consistency was ensured through systematic data analysis. The data were securely stored on the researcher's password-protected computer to ensure their reliability. This allowed for verification when necessary. To protect the anonymity of the participants, they were assigned codes. Male participants were coded with the letter M and female participants with the letter F.

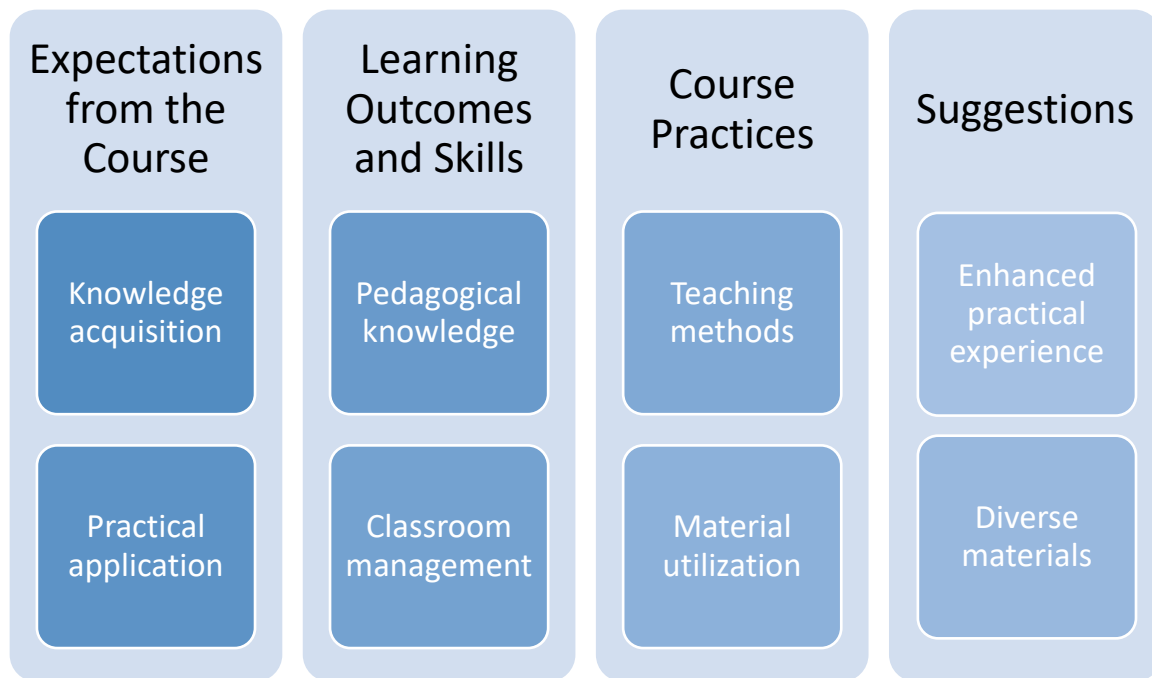
In addition, participants were also given a number (e.g. "M-1" for the first male participant and "M-2" for the second male participant). This technique was used for the confidentiality of the participants.

Findings

As a result of the analysis of the data, four main themes were identified: Expectations from the Course, Learning Outcomes and Skills, Course Practices and Recommendations. These themes summarize the participants' views on the FLTPS course. Figure 1 provides an overview of the themes and their categories.

Figure 1

Themes and Categories



Expectations from the Course

The theme "Expectations from the course" is related to pre-service teachers' expectations before starting the course and the skills they expect to gain from the course. This theme reflects their expectations for both theoretical and practical strategies in foreign language teaching. This theme is shaped around two categories: Knowledge acquisition and practical application.

Knowledge acquisition

This category is related to pre-service teachers' expectations of gaining a theoretical foundation in foreign language teaching. They expect to learn about different pedagogical theories of foreign language teaching, language teaching processes and effective language teaching methods. This includes their expectations that this course will equip them with the basic

knowledge needed to teach foreign languages effectively in primary school settings. One male participant (M-4) emphasized this point:

My biggest expectation from this course was to learn theoretical knowledge about foreign language teaching and how to deal with the difficulties I might encounter while teaching English. Because my English wasn't good, I was worried about how I could teach a language I didn't know well.

Practical application

Another important expectation of the prospective teachers from this course was to apply what they learned theoretically. The participants hoped the course would equip them with practical skills to apply theoretical knowledge in actual classroom settings. They also emphasized the importance of a practice-based course. Participants particularly valued the activities that allowed them to develop teaching strategies and increase their confidence in real teaching scenarios. A female participant (F-2) shared the following on this issue:

I was hoping this course would provide practical strategies and theoretical knowledge about teaching English to primary school kids. As you know my English like all others is limited, I can't speak well but I think the practical part of the course was useful. I learned that I can do it.

Learning Outcomes and Skills

The theme "Learning outcomes and skills" highlights the knowledge and skills that participants gained during the course. This theme is important as it relates to the effectiveness of the course and the professional development of participants. The theme of learning outcomes and skills includes two categories: Pedagogical knowledge and classroom management.

Pedagogical knowledge

Pedagogical knowledge includes the theory and teaching strategies that teachers need to know to teach a foreign language effectively. According to this category, some participants stated that they gained important knowledge about language teaching methods and techniques. The course provided them with basic knowledge of methods, skills and pedagogical practices appropriate for different grade levels in primary school. Regarding this category, one participant (F-1) stated the following:

I learned some basic classroom rules. From the in-class presentations of my peers, I got an idea of how to handle different grade levels and related learning outcomes I learned knowledge about the appropriate methods and techniques to be used in classrooms from the theoretical part of the course. I think I learned which platforms are more effective and what to do in different grade levels in areas such as reading, writing and speaking.

Another participant (F-3) shared his personal development as follows:

Especially when I am working in village schools, I should have knowledge about this subject since I will be teaching this lesson. I used to feel inadequate in foreign language teaching and I used to think that I could not teach this lesson. Now I do not feel the same because I think I can do it too thanks to the methods and techniques we have learned. I believe that I can teach English to my students if there is no English teacher in the school where I am assigned.

Classroom management

This category focuses on developing skills essential for managing a foreign language classroom effectively. It also addresses perspectives on teaching methods and strategies that contribute to a positive and supportive classroom atmosphere. Many participants indicated that the course

significantly improved their ability to manage English classes more effectively. Moreover, some participants reported that they gained confidence in what they could do when they were challenged with the different needs of their students. For example, a participant (M-3) explained:

I learned about classroom management and teaching methods. My peers' presentations helped me understand how to adapt my approach to different grade levels and how I should manage the classroom.

Another participant (F-6) stated the following about the difficulties she faced in classroom management:

Throughout the course we learned different language teaching methods, but I found it difficult to carry out some activities when my English skills were insufficient. Maintaining students' motivation and addressing different learning styles were the most challenging aspects for me. I realized that I needed more experience in classroom management.

Similarly, a participant (F-14) stated the following,

It was difficult to engage all students, especially those who were more shy or had different learning styles. I would have liked more guidance on how to differentiate my teaching.

Course Applications

The "Course Practices" theme focuses on the teaching strategies, approaches and materials introduced and used during the course. The findings revealed that participants made significant progress in the context of two categories: Teaching methods and material utilization.

Teaching methods

The category of teaching methods highlights the teaching approaches that future teachers learn to effectively foster student participation in language learning. Participants emphasized the importance of adapting different teaching methodologies to realize language teaching in different learning needs and classroom settings. Many participants indicated that their ability to assess the advantages and disadvantages of different language teaching approaches and methods had improved. They also reported that they are capable of adapting and applying those methods and techniques to the classroom conditions in which they will work. They stated that the course increased their confidence in choosing between and applying methods such as communicative language teaching, grammar-translation method and eclectic approaches. A pre-service teacher (F-4) shared her views as follows:

I was surprised to discover how many different teaching methods there are. The course really helped me to try different approaches and find what works best for me.

Similarly, another participant (M-2) emphasized the importance of the practical parts of the course:

I think it was much better for us to be involved in in-class practices. I saw how learning outcomes can be taught in different ways through practical experiences. It was important for me to practice and not just rely on theoretical knowledge.

Material utilization

The category of use of materials relates to the resources and materials to be used when teaching languages in primary schools. It focuses on pre-service teachers' skills in selecting, creating and applying appropriate teaching materials that support language teaching and make learning more

interactive and engaging. According to the findings, some participants reported developing skills to effectively use and adapt teaching materials for language teaching. One participant (E-14) stated the following about the use of materials:

I think I have gained experience on how to use materials such as songs and videos in teaching English. Adapting some materials to the needs of the students can make the lessons more interesting.

Another participant (F-9) shared the following about this issue:

I think my ability to use the teaching materials we have seen in other courses in language teaching has increased. I learned that especially digital materials are important.

However, in some cases, some difficulties with the use of materials were identified. A participant (M-1) stated the following on the subject:

Sometimes I found it difficult to explain grammar points or answer students' questions in English. It would have been useful to have more opportunities to practice my own language skills and to have more opportunities to identify child-centered materials in terms of material selection.

Recommendations

The final theme, "Suggestions," focuses on the participants' recommendations for enhancing the course's effectiveness. This theme includes the following categories: Practical experience and diverse materials.

Practical experience

The practical experience category relates to the need for more hands-on teaching opportunities and the inclusion of real classroom scenarios in the FLTPS course. The majority of participants emphasized the importance of making the course more practice-oriented. Participants suggested including real-life classroom applications and opportunities to interact with primary school students. One participant (F-11) shared the following:

It was great that we learned through the presentations, but it would be even better if we could apply what we learned in primary schools. For example, with the teacher's permission, we could have tutored students during our internships to better grasp the application of what we learned.

A participant (M-5) stated that the practical parts of the FLTPS course were important and that it was important for them to practice teaching English in the schools they went to for teaching practice:

I think it would have been more useful if we could have done the presentations not at the university but in the primary schools where we went for the practice!

Diverse materials

The diverse materials category refers to the variety of materials that participants felt should be included in the course. Some of the participants suggested diversifying the course materials to make the lessons more engaging and practical. Suggestions included the inclusion of games and songs related to language games and technology-assisted teaching tools for the teaching experience. One participant (F-10) stated the following,

There could be more variety of in class activities. For example, we could learn an English learning game and some real English songs. Or some Web 2 kinda tools that we can use in the classroom.

Conclusion, Discussion and Recommendations

This article reports a study investigating the views of pre-service classroom teachers on the FLTPS course. Four major themes identified: Course Expectations, Learning Outcomes and Skills, Course Applications, and Suggestions. The findings provide insight into challenges and areas to improve that pre-service teachers experience. Data show that teacher candidates want theoretical and practical balance with emphasis on core pedagogical theories. This points to the requirement for practice-based materials in teacher education curricula and more learning opportunities. Teacher education effectiveness can be improved if the gap between theory and practice is bridged (Mutlu, 2017; Bulut & Atabey, 2016).

The focus of the participants on practical experience resonates with Dewey's experiential learning theory, where learning is appreciated through active participation. Practical experiences thus enable the pre-service teachers to put into practice their theoretical knowledge and earn confidence in teaching (Anderson & Stillman, 2013). They also reported appreciating activities that provided interactive learning combined with theory and teaching practice. Indeed, Çapan et al. (2024) found that FLTPS course improved pedagogical skills of the primary school teacher candidates, while Tekin (2023) reported an increasing confidence level in teacher candidates; however, some areas required improvements, particularly related to teaching experience in primary schools.

It is very typical for the challenges in teacher education to include catering to different learning needs and keeping students interested in the learning process. Some research clearly outlines that adding classroom management styles during teacher education can support teachers in creating proper learning environments for diverse students (Rowan et al., 2020; Whitaker & Valtierra, 2018). Knowing a variety of pedagogical methodologies emphasized the importance of flexibility in foreign language instruction. Such ability in choosing among different methods, such as the communicative language teaching and grammar-translation methods, would better prepare teachers for the diversity of classroom situations. This reflects the need for adaptive expertise, where teachers can tailor their teaching according to students' needs (Xiang et al., 2022). Participants revealed a development in the selection and adaptation of materials for young children. Multimodal materials, like music and video, enabled active learning. Further training in materials development and digital literacy is needed (Kayumova & Sadykova, 2019). Many participants called for more 'practicums' or teaching practice, for example, teaching in real primary classrooms. Previous studies indicate that participation in internships and field practical experiences builds confidence and readiness among pre-service teachers (Kosnik & Beck, 2003; Parveen & Mirza, 2012). More teaching opportunities in primary schools would enable teachers to put their skills into practice in real settings. In addition, respondents indicated the need for more varied teaching resources as a means of generating more interest in foreign language teaching. These will make students more motivated, and in turn, language learning will be livelier with games, songs, and technology.

The findings are consistent with some existing literature on the role that technology and gamification play in second language learning (Wang & Vásquez, 2012; Roy, 2023; Al-Dosakee & Ozdamli, 2021; Genç & Kırmızıbayrak, 2024). Additionally, this study underlines the need

for balance between theoretical knowledge, practice, and material design in the curriculum of teacher education. A curriculum that uses scholarly material, is exercised with hands-on activities, includes diversified pedagogical strategies, and resource development would be better positioned to address experiences of teachers. Sustained professional development will support teachers in meeting the evolving demands of the classroom (Allen & Wright, 2014; Tang et al., 2018; Rasmussen & Rash-Christensen, 2015).

This study enlightens the processes through which pre-service teachers are prepared to teach foreign languages. By addressing the weaknesses and capitalizing on the strengths, the teacher preparation programs can better prepare teachers for the primary school classrooms. These findings are consistent with other studies that investigate the challenges associated with primary and English teachers in foreign language teaching in relation to inadequacy of materials and professional competencies (Zengin & Ulaş, 2020). The study gives credence to the notion that the use of similar methods would enhance foreign language teaching outcomes. Finally, future teachers suggested the FLTPS course needs updating to include more technology use. However, digital tools in language teaching play a key role in helping children learn languages (Peachey, 2018). Participants also suggested the need for training in creating digital content and materials for language teaching. Peachey (2018) emphasizes that teacher education should definitely include how to use technology.

Curriculum evaluation helps determine how effective the curricula are in achieving their objectives (Ornstein & Hunkins, 2016). The effectiveness of the FLTPS course at developing teachers' competencies needs to be scanned with indispensable care. A proper balance between theory and experiential learning activities within the course can effectively lead to meaningful educational development for pre-service teachers. Curriculum design should be embarked upon based on practical applications that have been well deduced from needs and preference analysis of learners (Tyler, 2013). In this vein, a reform of the FLTPS course is quite imperative for meeting teachers' expectations and needs. Regular curriculum evaluations can help improve teacher education curriculum (Stufflebeam, 2003). The findings suggest that the needs of pre-service teachers should to be addressed much more in teacher education curriculum, particularly in foreign language teaching. More practical content in the curriculum, updated teaching materials, and the use of technology will enhance professional development (Demir, 2020; Kilinc, 2016).

These improvements will help teacher candidates meet course goals and prepare them for the challenges of teaching foreign languages in primary schools. Future research should include larger groups and experiments comparing different teaching methods. Long-term studies could trace how the FLTPS course influences the professional development of teachers (İnci & Yıldız, 2021). Such studies may yield important insights into how teacher education influences classroom practice and student outcomes over time. Many participants found the course useful and helped them understand the basic principles of language teaching. Including children's language development content enhances the pedagogical knowledge of the candidates (Lindgren & Enever, 2017). Participants' suggestions include adding more practical activities, lesson plans, and children's material to the course. This indicates that a language teaching course with only theoretical content does not help develop practical skills in teachers (Kim, 2023). Nunan (2017) also urges more scope for practical components in foreign language teaching curricula. Some of the student teachers enjoyed the interactive nature of the course, while there are some who wanted even more practical activities. Rich (2019) emphasizes that classroom-

based activities are important for the professional development of student teachers. Such methods as role-playing, group work, and drama in language teaching can help teachers engage with teach more productively (Ellis, 2020). Organizing the curriculum to include more in-class activities will help future teachers to improve their teaching skills.

In conclusion, this study highlights the preeminence of understanding the stance of pre-service teachers in relation to the FLTPS course. Teacher education for primary school level needs to be upgraded to meet the needs and expectations of pre-service teachers. Reforming the curriculum to include a greater focus on classroom practices will help in the professional development of pre-service teachers with regard to foreign language teaching (Pan & Akay, 2015).

Based on the results of the study, the following can be suggested:

- Organizing workshops and seminars focusing on contemporary foreign language teaching methods to keep pre-service teachers informed of the latest developments in the field.
- Increasing the number of practical teaching activities, including micro-teaching sessions where pre-service teachers can apply theoretical knowledge in simulated classroom environments.
- Integrating technology-supported teaching methods into the curriculum to familiarize pre-service teachers with digital tools that can facilitate foreign language acquisition.
- To provide pre-service teachers with opportunities to participate in real English language teaching alongside their core courses during their teaching practicum, thus enabling them to gain valuable first-hand experience in foreign language teaching.

Acknowledgments

The author extends heartfelt gratitude to the participants of this research, the anonymous reviewers, and the experts who contributed to the data analysis.

Portions of this research were presented at EDUCongress 2024 in Diyarbakır, Türkiye.

The draft manuscript was refined and paraphrased with the assistance of ChatGPT and the basic capabilities of Google Gemini.

Funding

The author declares that this research has not received any financial grants, awards or other monetary support.

Ethics Statements

This study was conducted in full compliance with ethical standards, ensuring voluntary participation, informed consent, and confidentiality of all participants. Ethical approval was obtained from Kilis 7 Aralık University Ethics Committee prior to data collection.

Conflict of Interest

The author has no financial or personal relationships that may have influenced the research, authorship or publication of this article.

Informed Consent

Signed informed consent forms were gathered from each participant in this research.

Data availability

The anonymized datasets analyzed during this study are available upon reasonable request from the corresponding author, subject to ethical approval.

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