Effect of Awareness of Teacher Education Philosophy on EFL Teachers' Professional Skill: A Post-method Perspectivization

Ghasemali Azadi, Ph.D. Candidate, Department of English, Isfahan Branch (Khorasgan), Islamic Azad University, Isfahan, Iran
azadi62@hotmail.com
Akbar Afghari*, Associate Professor, Department of English, Isfahan Branch (Khorasgan), Islamic Azad University, Isfahan, Iran
drakafghari20@hotmail.com
Bahram Hadian, Assistant Professor, Department of English, Isfahan Branch (Khorasgan), Islamic Azad University, Isfahan, Iran
bah_hadian@yahoo.com

Abstract
Teacher education philosophy plays an important role in enhancing the teachers' awareness of the practices particularly in the context of English as a Foreign Language (EFL). This study meant to observe the possible effect of the awareness of teacher education philosophy on EFL teachers' professional skill in the light of Kumaravadivelu's postmethod parameters, tapping teachers' gender, academic qualification, teaching experience, and age. Through a mixed-method approach employing the posttest-only equivalent-groups design, 60 EFL teachers from four language institutes in Isfahan, Iran, were randomly appointed to experimental and control groups. The philosophy of adult education inventory for treatment of experimental group and a book for placebo of control group were used. A questionnaire, an interview, and classroom observation checklist were tools for data collection. T-test, ANOVA, and Mann-Whitney tests exposed a significant difference between EFL teachers' awareness of teacher education philosophy and their professional skill. Female teachers, bachelor holders, the most experienced teachers, and teachers in the third age range showed better perception of the teacher education philosophy. The implications derive education policy-makers to demarcate quality resources, teacher educators to modify training approaches, and EFL teachers to develop their professional related presentations.

Keywords: EFL Teachers' Awareness, Postmethod, Professional Skill (PS), Teacher Awareness, Teacher Education Philosophy (TEP)

Introduction

EFL teacher acts as the foremost figure of teaching and consequently learning in such context due to English language which is merely taught as a subject in school. S/he meets the needs of teaching profession as a professional organiser and an expert presenter in the classroom pursuant to the assigned and unassigned curricula and syllabi. The signposted attributes are planned and presented in teacher education programmes either in the form of teacher training courses (TTC) for pre-service teachers or teacher development modules (TDM) for in-service teachers receiving the theoretical principles and practical steps offered in teacher education programme. Either of the form requires educational philosophies to broaden teachers' horizon and enhance their awareness of every step relevant to professional skill (PS) in the classroom (Saritas, 2016). Accordingly, it is vital for teachers that they be equipped with the philosophy in general and philosophy of education in particular to apply the knowledge and skill appropriately in the classroom, bridge accurately between theory and practice, present methical and

conceptual frameworks, reassess the objectives and goals of teaching and learning, elucidate the issues encountered, and lay the way for research (Winch, 2012). In addition, teachers are in need of teacher education philosophy (TEP) to hold a strong connection between what to teach in the profession as profound inspiration, how to teach the assigned and unassigned materials as hands-on presentation, and why to teach certain materials and not the others (Cattley, 2007; Tenet, 2010).

According to Erkilic (2008), TEP inspires educational policy makers, teacher educators, and teachers and even school administrators to incessantly gauge related theories, practices, approaches, and changes to teaching profession. As such, TEP upsurges involved figures' insight into the whys and the wherefores of knowledge contributions, classroom presentations, and teaching techniques, widens the scope of teachers' activities, perks up teachers' attentions, improves the knowledge and skills of teachers, and assures prolific teaching and learning. Therefore, TEP instigates the right track on which teachers approach their objectives and achieve their goals with certainty as educators with enlightenment (Czerniawski, 2011). Consequently, it seems required for teachers be equipped with TEP and pursue the materials supported by educational philosophies for the quality teaching and eminent learning.

Among the olden philosophies, Socrates' idealistic one summons up the debate-oriented interlocutors to build up a dialogic milieu and thrusts both trainer and trainees into the wisdom and truth as universal values for which an education system should be founded (Rajandash, 2015). Plato insists that real nature of philosophy in education should go with the development of the faculty of learners to enable them to contemplate the real world and the Form of Good; that is, the mission of education and the art of teaching is not to generate the learners' power of seeing but to correct the direction in which they look (Heilbornn & Foreman-Pech, 2015; Shim, 2008). Aristotle's philosophy considers the notion of authenticity as the core accountability of education and observes that the problem of authenticity is the problem of education to be considered by the educationalists and teachers in particular, targeting the individual and social needs and wants (Gutek, 2013).

Among the modern philosophies, Idealism, Realism, Pragmatism, Existentialism, and Postmodernism assist teachers to teach with comprehensive, scrupulous, and rational perception. Idealism taps the values as truths and considers education a zone of development for students' intellectual capacity via scaffolding them to value ample propositions and principles. Teacher, then, needs rich knowledge in the certain universal ideas, instructs the key concepts from the classics, assists students to search the truth, and develops wisdom in the students (Tan et al., 2006). Realism criticises Idealism for the mere promotion of intellectual elitism and inattention to the students' emotional and social needs. It contemplates the perceptible and physical world, rationality and experience for knowledge attainment, and the instrumental role for knowledge. According to Crookes (2009), teacher, then, pursues the real-life issues, trails rational motives, and prescribes practical enactments by playing role as an expert to present the textbook materials, to explain content, and to handle typical assessments.

Pragmatism declines overvaluing student's cognitive development and restricting students to a prepared curriculum and focuses on reality as an ever-changing phenomenon based on the learner's observation and experience. Education accepts the accountability to magnify the real-life facts and to develop social rapport as well as problem-solving ability in learners to enable them to build and live in a democratic society (Gutek, 2004). Teacher, then, takes students' interests, needs and problems into consideration and as a facilitator goes beyond textbooks and guides students in conducive learning, collaborative environment, and problem solving to the point that it assists them to prepare resolution to some social and individual predicaments (Tan, et

al., 2006). Existentialism denies the amplification of the permanent change in values and realities magnified in former philosophy and puts emphasis on every individual as a unique figure in thought, emotion, and needs and holds the education not to stick to the fixed curriculum and predetermined syllabi. Teacher, then, respects student's ideas, reflective comments, discourse-oriented dialogues, and individual appraisals (Gutek, 2004).

Postmodernism debates the axioms of previous philosophies and defends the education system to aid students to evaluate the traditional perspectives, to reconsider the dominant accounts, and to regard all individuals even the marginalised members. Teacher, then, should distance him/herself from the verdicts allocated by ideological and political figures and, instead, centre on students' particular identities, interests, and concerns. Although postmodernism denies universal values resulted in relativism in real-life events and lessens moral and rational ideals in teaching context, it provides teachers with postmethod pedagogy reinforced by critical theory in language classroom in which both teacher and student should discuss equality and fairness as well as justice and address biased affairs in school and society (Gutek, 2004). Diversity of opinion, interest, and expectation of all students especially ethnic, language, class, and gender groups are encouraged through collaborative actions and critical dialogues.

Granted that teacher education fails to coordinate with sound and felicitous philosophies, it suffers from actual knowledge transmission and lacks authentic knowledge construction in which teacher-learners build their understanding of language teaching through their experience by integrating theory, research, and opinion with empirical and reflective study of their own classroom practices (Evans, 2013). Teacher education, however, embraced a shift from positivism to constructivism in the beginning of the new century (Crookes, 2015; Johnson, 2006) and then followed the new wave of philosophy of postmodernism oriented to local and cultural particularities (Kumaravadivelu, 2012). In the light of constructivism, teacher education leads the educational policy makers and teacher educators to pay more attention to the learning of both pre- and-in-service teachers through knowledge construction, to flexibility and process-oriented curriculum, to why and how of teaching practices rather than to what of teaching in the classroom. Hence, the modern paradigm of teacher education should provide L2 teachers with more complex and diverse range of materials and activities in the form of professionally dynamic programmes to meet the needs of teachers. Burns and Richards (2009) consider promoting the value of teacher education through "innovation and independent professionalism" (p. 53) as it provides all teachers with knowledge and skills, and the development of personal belief system in line with critical thinking. In postmodernism, teacher education tends to consider diverse vision of the learners and various types of learning in different classroom settings addressing even real-life issues of the learners outside the classroom (Nguyen, 2017). Teaching in postmodern era pursues the postmethod framework as the intellectual benchmark for the concepts of teaching and learning when it prescribes desirable principles, activities, and practices in the classroom pursuant to the contexts in which it runs the needs, interests, and wants of students with regard to their culture, society, race, class, and religion by projecting certain ideals and highlighting the processes of them in the life situation (Okoro, 2002).

Literature Review

Not only does the philosophy of teacher education indicate what teacher needs to do, but also, it sheds light on why teacher needs to do certain activities in the classroom. Relatively, Straut (2015) enumerates some aspects philosophy adds to teaching and learning including, 1) it offers rational disciplines by equipping the teacher with the techniques for critical thinking which enables him/her to find solution to various kinds of problems in the classroom setting; 2) it helps

teacher to reflect on the aims and objectives of teaching to arrive at specific objectives of any topic s/he wishes to teach ; 3) it exposes teacher to analyse educational ideas, which enables him/her to engage in the analysis of such concept as freedom, authority, and morality; 4) it provides the teacher with tools for making rational decisions when s/he encounters issues relevant to aims, objectives, curriculum, and methods of teaching as to what best benefit the individual and the society; 5) it encourages the teachers to do independent and divergent thinking by giving the teacher and learner an air of freedom to ask critical questions, thereby encouraging creativity and originality.

Moreover, teachers are called on chasing the five main educational theories counting Perennialism targeting moral values (Erkilic, 2008), Essentialism addressing cultural and social ideals (Moss & Lee, 2010); Progressivism embracing liberal democratic system (Radu, 2011); Reconstructionism aiming at social issues aa well as focuses on social enhancement (Rajendrash, 2015); and Criticism highlighting the needs of all and even subservient and marginalised walks of life (Fuchs, 2015). Among them, Criticism concerns the postmethod aspects in education and teacher education related grounds.

Postmethod teacher education directs teacher to build a dialogical environment for the classroom in which teacher and students closely interact to tackle the individual, social, and cultural issues in critical-thinking and problem-solving atmosphere. According to Pennycook (2004), mainstream approaches to English language teacher education fails to address the mentioned issues and needs to pursue the dialogic interaction in which all the participants can interact as autonomous and creative teaches who constitute the backbone of any postmethod pedagogy. Thus, in postmethod framework, pedagogy appoints the responsibility of teacher educator to create conditions for more competent teachers to acquire necessary authority and autonomy that will enable them to reflect on and shape their own professional experience to offer them in the classroom when needed.

Crookes (2009) argues that educational policy makers should consider linguistic and cultural requirements and include the appropriate knowledge and skills needed for the postmodern era to equip teachers and students with the properties of critical thinking and problem solving. As Kumaravadivelu (2012) states, teachers in postmethod era should attend the dialogic teacher education programmes and follow the proposed materials to train students to observe the individual, social, and cultural problems in a critical perspective and challenge them in a process of dialogical problem solving. Teachers, then, should "learn normative and lifelong knowledge and skills emerging principally out of and through experiences in social context while they act as critical thinkers who try to seek the reasons for each teaching activity in classrooms." (Johnson, 2006; p. 239).

Postmethod Perspective

Kumaravadivelue (2001), influenced by Derrida (1982), Foucault (1997), and Giroux's Border Education (1999) as well as the disparities in hierarchical elements of method in English language teaching indicated by Brown (2002) such as a. methods are too prescriptive about the context beforehand, b. they are distinctive at the early stages but indistinguishable at later stages, c. they stand theoretically the best but practically otherwise, and d. they empower political authorities and disempower peripheries, draws attention to the flaws and failures of the purported methods and proposes a postmethod framework in lieu to refigure the link between theorists and teachers through providing teachers with knowledge, skills, and autonomy by which teachers then can progressively substitute a relevant alternative to method equipped with principled pragmatism. The framework enables teachers to theorise from practice and practice what they

theorise since it offers teachers theoretical, empirical, and pedagogical insights via the outlined strategies.

Kumaravalivelu's Postmethod Model of Teacher Education

Kumaravalivelu's postmethod model of teacher education turns down the traditional programmes following the prearranged principles in pedagogical theories, classroom activities, and assessment procedures. It lies on three parameters of particularity, practicality and possibility with potentiality to offer the conceptualisation and contextualisation based on the educational, cultural, social, and political imperatives of language learning, teaching, and teacher education. in addition, they offer a pattern that connects the roles of teacher educators, teachers, and learners promising a relationship that is interdependent and a result that is consentient. Particularity entails "a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu" (Kumaravadivelu, 2001, p. 538). It emphasises the locality, method-free interaction, flexible principles, and even nonstandard issues discussed in the classroom setting. Practicality considers the interaction of theory with practice, and teacher's self-reflection on his/her own teaching practices. In fact, research-based theories formed from the conducted studies and teacher-developed theories experienced in the context-sensitive settings are inextricably interwoven in the classroom situations. In this regard, Edge (2001) states that "the thinking teacher is no longer perceived as someone who applies theories, but someone who theorises practice" (p. 6). Possibility respects the knowledge, skills, and experience that teacher and students bring to the classroom. These factors engage the involved figures in the inside-and-outside-classroom activities, take them to a broader perspective with wider expectation, and direct the teacher and students beyond the intentions of the curriculum designers and textbook writers. The postmethod programmes of teacher education should follow the modules of Kumaravadivelu's model - Knowing, Analysing, Recognising, Doing, and Seeing (KARDS) to meet the needs of teachers and learners in the postmodern era. Following the modules, L2 policy makers, teacher educators, and teachers distance themselves from prearranged pedagogic exercises and delve into the constant and dialogical entity.

This study intended to examine the effect of EFL teachers' awareness of TEP on their PS considering their gender, academic qualification, teaching experience, and age through the subsequent questions.

RQ1: Does EFL teachers' awareness of TEP affect the PS of male and female teachers?

RQ2: Does EFL teachers' awareness of TEP affect their PS at two levels of academic qualification?

RQ3: Does EFL teachers' awareness of TEP affect their PS at three levels of teaching experience?

RQ4: Does EFL teachers' awareness of TEP affect their PS in three age ranges?

Methodology

An explanatory sequential mixed-method research, true experimental design, and the posttest-only equivalent-groups plan outlined by Best & Khan (2006) were employed as the procedures for data collection and data analysis of the study.

Participants

A cluster random sampling was used and 60 EFL teachers from four English language institutes in Isfahan, Iran were then selected and assigned to the experimental and control groups.

Each group consisted of 30 participants, males and females, B.A and M.A Holders with teaching experience between 1-10, 11-20 and plus 20, and three age ranges from 25-35, 36-45 to plus 45.

Instruments

The Philosophy of Adult Education Inventory (PAEI) adapted from Zinn (2007), a questionnaire as well as an interview protocol developed from Renani (2011), and an observation checklist developed from Hug (2015) were research instruments for this study. The validity of the instruments was ratified by three university lecturers and the Cronbach's Alpha for the reliability of each instrument was confirmed. PAEI, including 15 items with 75 options, was assigned for the experimental group, discussed dialogically on in a teacher education programme, and marked in a five-band Likert scale from Strongly disagree to Strongly agree. Likewise, a placebo was carried out by offering a book titled 'Techniques & Principles in Language Teaching' by Larsen-Freeman and Anderson (2011) to the control group to be read in four weeks.

Procedure

Following the attainment on the validity of PAEI ratified by three TEFL experts, the researchers apportioned 60 EFL teachers, selected through cluster randomly sampling from four English language institutes in the city of Isfahan, into the experimental and control groups. The experimental group received treatment in a teacher education programme held in four consecutive weeks. The group weakly attended two sessions to discourse on two/three items with 10-15 options from the PAEI. The participant teachers studied, scrutinised, and weighed every single option in constructive dialogues. The researcher or teacher educator and teachers continued the dialogical situation so that they concluded the educational aptness of the option. In this way, EFL teachers' awareness of TEP was formed, teachers' insight into PS was identified, their personal philosophy on teaching practices was build up, and a comparison between their personal philosophies and other pedagogical philosophies was held. As the treatment trend was covered by the experimental group, the control group was assigned to read a book over the principles and techniques of teaching English language.

Having partaken in the treatment or placebo courses for four weeks, both groups were requested to tick a Likert-scale questionnaire with 20 items addressing the concern areas of PS in the EFL context in Iran. To see if the awareness of the participant teachers who received treatment and placebo was associated with the results of the questionnaires in practice, a structured interview protocol handling 12 statements was held with 20 participated teachers from both experimental and control groups and the statements were recorded and printed. To see whether the actual steps to PS were applied in Iranian context were pursuant to the postmethod standpoints, 20 classrooms of the participated teachers were randomly observed and present or absent attributes were checked on a checklist.

Results

For the first research question, an independent-sample t-test was run to compare the scores of the male teachers in both groups. Table 1 shows the results of descriptive statistics and t-test results comparing the scores of the experimental group male (EGM) teachers and their control group male (CGM) counterparts.

Table 1. *Independent-sample t-test comparing the scores of the EGM and CGM teachers*

Groups	N	Mean	Std. Deviation	Mean Difference	t	df	Sig. (2-ailed)

EGM	15	59.86	7.24	15.94	6.06	26	.00
CGM	13	43. 92	6.56				

Table 1. exhibits that the EGM teachers ($M = 59.86$) reached a greater mean score vis-à-vis the CGM teachers ($M = 43.92$) along with the Sig. (2-tailed) less than .05. The results revealed the first hypothesis was rejected and that there was a statistically significant difference between the two groups, concluding that the treatment to which the EGM teachers had been exposed was beneficial to their PS.

Likewise, the scores of the female teachers in both groups were compared via an independent-sample t-test. To collate the scores of the experimental group female (EGF) teachers with their control group female (CGF) counterparts, descriptive statistics and t-test results appear in Table 2.

Table 2. *Independent-sample t-test comparing the scores of the EGF and CGF teachers*

Groups	N	Mean	Std. Deviation	Mean Difference	t	df	Sig. (2-ailed)
EGF	15	60.66	5.94	17.60	6.15	30	.00
CGF	17	43.05	9.54				

Table 2. indicates a larger mean score for the EGF teachers ($M = 60.66$) than for the CGF teachers ($M = 43.05$) and the Sig. (2-tailed) less than .05). Accordingly, the first hypothesis was rejected so that there was a significant difference between the two groups, showing that the treatment received by the EGF teachers was useful for their PS.

For the second research question, an independent-sample t-test was run to compare the scores of the bachelor teachers in both groups. Table 3 illustrates the comparison of the scores for the experimental group bachelor (EGB) teachers and the control group bachelor (CGB) teachers.

Table 3. *Independent-sample t-test comparing the scores of the EGB and CGB teachers*

Groups	N	Mean	Std. Deviation	Mean Difference	t	df	Sig.(2-tailed)
EGB	15	61.05	4.66	16.75	8.51	35	.00
CGB	20	44.30	6.84				

As shown in Table 3, the calculated mean score of the EGB teachers ($M = 61.05$) was more than that of the CGB teachers ($M = 44.30$) and the Sig. (2-tailed) was less than .05). The results showed the rejection of the second null hypothesis and a significant difference between the two groups, implying the treatment for the EGB teachers had positive impact on their PS.

The same statistical procedure was conducted for the master teachers in both groups. Table 4 represents the results of the descriptive statistics and t-test collating the scores of the experimental group master (EGM) teachers and the control group female (CGM) counterparts.

Table 4. *Independent-sample t-test comparing the scores of the EGM and CGM teachers*

Groups	N	Mean	Std. Deviation	Mean Difference	t	df	Sig. (2-ailed)
EGM	13	59.23	8.47	17.53	4.37	21	.00
CGM	10	41.70	8.32				

Table 4. shows the EGM teachers ($M = 59.23$) received a higher mean score in comparison with the CGM teachers ($M = 41.70$) and the Sig. (2-tailed) was less than .05). That is, there was the rejection of second hypothesis and a significant difference between the two groups, revealing that the treatment run for the EGM teachers was advantageous to their PS.

For the third research question, one-way ANOVA was conducted for the experimental and control parts and the mean scores of three groups in both parts were compared (Table 5).

Table 5. *Descriptive statistics for Years of Experience in experimental and control groups*

TE	N	Mean	Std. Deviation	Std. Error Mean
FTEEG	12	58.25	7.22	2.90
FTECG	9	48.00	9.39	3.13
STEEG	12	61.33	5.44	1.57
STECG	18	40.88	7.11	1.67
TTEEG	6	62.16	6.99	2.85
TTECG	3	45.00	7.21	4.16

Table 5. compared M=58.25 for the first teaching experience group (FTEEG), M=61.33 for the second teaching experience group (STEEG), and M=62.16 for the third teaching experience group (TTEEG) in experimental part. It also contrasted M=48.00 for the first teaching experience group (FTECG), M=40.88 for the second teaching experience group (STECG) with M=45.00 for the third teaching experience group (TTECG) in control part.

The ANOVA results confirmed no significant difference among the three packs of teachers in either part of the study. However, to find out whether there was statistical difference between the mean scores of the teachers in the experimental and the control parts, the value under the Sig. (2-tailed) column in the independent sample t-tests was examined (Table 6).

Table 6. *Independent-sample t-test for Years of Experience in experimental and control groups*

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	.091	.355	2.825	19	.011	10.250
	.301	.587	4.827	28	.000	20.444
	.006	.938	3.439	7	.011	17.166
Equal variances not assumed			2.720	14.641	.016	10.250
			8.894	27.347	.000	20.444
			3.400	3.974	.028	17.166

As can be seen in Table 6, the values in the Sig. (2-tailed) for the three groups in both parts were less at $p < .05$. Therefore, there showed the rejection of third hypothesis and therefore a statistically significant difference between the teachers' scores in the experimental and the control group indicating that teacher education philosophy affected teachers' PS.

For the fourth research question, one-way ANOVA was run for the experimental and control parts of the study to compare the mean scores of three age groups in each part (Table 7).

Table 7. *Descriptive Statistics for Age Ranges in experimental and control groups*

AGE	N	Mean	Std. Deviation	Std. Error Mean
FAEG	19	59.36	6.79	1.55
FACG	10	45.50	11.42	3.61
SAEG	4	61.75	6.18	3.09
SACG	15	41.26	6.12	1.58
TAEG	7	61.85	6.44	2.43
TACG	5	45.80	5.93	2.65

Table 7. juxtaposed M=59.36 for the first age group (FAEG), M=61.75 for the second age group (SAEG), and M=41.26 for the third age group (TAEG) in experimental part. Similarly, the calculated M=45.50 for the first age group (FACG), M=41.26 for the second age group (SACG), and M=45.80 for the third age group (TACG) in control part were compared.

Since the ANOVA results showed no statistical difference among the three packs of teachers in each part of the study, the independent sample t-tests were used to find difference between mean scores of teachers in the experimental and the control parts and the value of the Sig. (2-tailed) was inspected (Table 8).

Table 8. *Independent-samples t-test for Age Ranges in experimental and control groups*

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances Assumed	3.147	.087	4.119	27	.000	13.868
	.006	.942	5.934	17	.000	20.483
	.013	.910	4.393	10	.001	16.075
Equal variances not assumed			3.525	12.445	.004	13.868
			5.898	4.705	.002	20.483
			4.459	9.215	.001	16.075

As observed, the values in the calculated Sig. (2-tailed) were significant at p<.05. for the three age ranges in both groups. That is, the fourth hypothesis was rejected and therefore there was a significant difference between the teachers' scores in the experimental and the control groups which showed the premises of philosophy had developed teachers' PS.

The presented tables displayed that the mean and median scores of teachers in the experimental group were significantly higher than those of control group. To assess the possible statistical difference between the two groups over the data of the interview and observation protocols, Mann-Whitney tests were run and the descriptive statistics are offered in Table 9.

Table 9. *Descriptive statistics of interview & observation of experimental and control groups*

Tool	Group	N	Mean	Median	Std. Deviation
Interview	PSEG	9	1.97	2.00	.45
Interview	PSCG	11	1.45	1.50	.29

Observation	PSEG	10	13.80	14.00	1.75
Observation	PSCG	10	5.60	4.50	2.98

As illustrated, there was a difference between mean and median scores from interview results of the teachers in the experimental group (M=1.97, Mdn=2.00) and in the control group (M=1.45, Mdn=1.50) as well as between mean and median scores from observation results of the teachers in experimental group (M=13.80, Mdn=14.00) and in control group (M=5.60, Mdn=4.50).

To inspect the statistically significant difference between the experimental and the control groups from the results of interview and observation protocols, the Mann-Whitney test was employed and the magnitude of difference between mean scores of teachers of the groups and the value of the Sig. (2-tailed) would be shown in Table 10.

Table 10. *Mann-Whitney test of experimental and control groups*

Mann-Whitney Tests	PS/Interview	PS/Observation
Mann-Whitney U	16.500	2.000
Wilcoxon W	82.500	57.000
Z	-2.559	-3.687
Asymp. Sig. (2-tailed)	.011	.000
Exact Sig. [2*(1-tailed Sig.)]	.010[b]	.000[b]

a. Grouping Variable: Groups
b. Not corrected for ties.

As can be seen, the value in the Sig. (2-tailed) from the interview data was .011 and from the observation data was .000 which were significant at p<.05. Therefore, it is confirmed that philosophical grounds presented to experimental group grew teachers' PS in EFL classrooms.

Discussion
The result relevant to the first research question showed the significant difference between the teachers participated in the experimental group and the counterparts in the control group. That is, there was better awareness of TEP among the male and female teachers of the experimental group than that of teachers in control group. There was the same inference from the results of interview and observation data. The significant difference between two groups confirms that understanding TEP affects teachers' PS.

The cause of male and female teachers' positive perception towards the TEP regarding professional skill might be due to the association between the philosophical remarks related to PS presented in the teacher education programme and the reasons for certain skills to be presented in the classroom. However, female participants revealed the improved attitudes towards the philosophy more than the male ones. This is perhaps due to the more consideration made by L2 female teachers to direct and control the classroom in the best form to prove that both gender can teach English language in a certain amount of rivalry oriented to competency in teaching (Gezer, 2018). Besides, EFL teachers gain more self-assurance in implementing practical reforms based on the philosophical juxtaposition with the concepts as well as theories and further embark on major improvements in relation to PS. Crookes (2009) summons teachers to follow the philosophical principles of the programmes since they rationalise what teachers intend to present

practically that directs teachers and students beyond merely teaching and learning in a mechanical trend led to progress in mutual interest in EFL.

The results relevant to the second research question showed a significant difference between Master and Bachelor holders in both groups with the indication of better perception towards TEP among the Bachelors. It indicated that that awareness of TEP develops teachers' PS. Likewise, the interview and observation protocol results presented better perception and application among teachers of experimental group particularly the Bachelor ones signifying the uniformity of questionnaire results to interview and observation outcomes.

The reason of such difference between the theoretical perceptions and classroom applications of the two groups is perhaps owing to teaching with care for novice teachers principally when it comes to practical part in which learnt materials need to be along with appropriate skill in the classroom. It is the awareness of the philosophy that helps teachers to observe the procedures to PS as purposeful activities supported by logical reasons that ensure the triumph of teachers over the skill-based issues in the classroom. Vethamani & Kabilan (2008) argued that the bachelor holders in teaching an L2 pay more attention to practical aspects of teaching including classroom management, time allocation, and actual presentation of the materials; therefore, they are more sensitive to practical steps of teaching than theoretical ones. Philosophy, then, can amount to the less experienced teachers' confidence and coincidentally develops their right decisions over the series of classroom performance.

The third research question showed homogeneity among three packs of teachers in each group with teaching experience for1-10, 11-20, and plus 20 years. However, there was a significant difference between the experimental and control groups magnifying the role of the awareness of philosophy in enhancing teachers' PS in the classroom. The data proved that the participants in the third category with the most teaching experience benefited from the philosophical content of the presented programme more than the other groups showing that the awareness of TEP affects teacher's PS.

The possible account for this result is perchance pertinent to the complexity of skills in an EFL classroom for which even the most experienced teachers seek for the outlines to satisfy the requirements of the context (Dabagh & Noshadi, 2016). The results revealed that the awareness of the philosophy in the L2 context both enhances teachers' confidence in teaching certain subjects and adopts the correct approaches to discipline in the classroom. According to Gezer (2018), even more experienced teachers are no exception to requiring new propositions especially when it comes to postmodern constraints that directly and indirectly influence the teaching career in L2 context. Such philosophical propositions of any practical skill extend the insight among the teachers over presenting the appropriate kind of activities and enable them to expect the range of development among the students. Hence, teacher education programmes are the appropriate settings for teacher to receive discernments in principles, strategies, and steps of the teaching practical skills for L2 context.

The data analysis of the fourth research question over the participant teachers in three age ranges: 25-35, 36-45, and plus 45 indicated that the teachers participated in the experimental group exhibited better perception towards the presented TEP in the programme; that is, awareness of TEP developed teacher' PS. The explanation for the results can be the desire of teachers for more success in their profession particularly for the teaching skill and the subtle facts related to the skill in the classroom. It is startling that even the most experienced teachers listed in the third age group perceived the philosophical features productive and practical in their classroom. It shows that teaching skill should be based on the most updated facets supported by the related philosophy that helps young, middle aged, and old teachers to apply the correct skill in

teaching. According to Crookes (2009), teachers at all ages should seek the skills for the profession to rationalise and assure their achievement. Reasonably, the supplementary portion for the professional knowledge to come into practice is the professional skill; therefore, teachers attempt to realise the theory-practice association or interaction between knowledge and skill in the real activities in the classroom., in consequence of appropriate association between the two grounds and the bridging role of the philosophy for both facets, teachers brainstorm enough options, decide the most proper one, and judge on tangible merits.

Likewise, the results of interview protocol and observation procedure specified the higher means and medians in the experimental group with sigma index .011 and .000 respectively indicating a significant difference between two groups towards the philosophical tenets oriented to PS in the teacher education programme. That is, EFL teachers in experimental group revealed greater perception of TEP through interview results and outperformed application of TEP in the classroom via observation results than the control group indicating the offered attributes relevant to PS as prolific practices for the classroom.

Conclusion

This study disclosed that EFL teachers' awareness of teacher education philosophy was the influential factor for the development of their PS. Additionally, the gender, academic qualification, teaching experience, and age of teachers played the crucial roles in perceiving the presented philosophy related to PS. These teachers' traits indeed proved to be significant for the acquisition, accommodation, revision, presentation, management, and assessment of skill offered during the teacher education programmes and are expected to be implemented in the classroom. The teachers' traits associated with philosophical awareness provide insights into the theories and practices and allow teachers to perceive teacher education principles and achieve teaching objectives. Similarly, the results of interview declared that EFL teachers perceived the principles of philosophy underpinning and corroborating skill as compatible portion required for more success in their profession. Therefore, it can be inferred that TEP affects EFL teachers' PS in light of Kumaravadivelu postmethod theory in teaching language arguing that the parameters of postmethod have the potential benefits for L2 teacher education programmes and the PS of L2 teachers.

Moreover, the results verified that the perceived awareness of philosophy in the experimental group influenced the PS of EFL teachers in that a significant difference was seen between their awareness of the teacher education philosophy and the presentation and the management of the classroom activities in L2 context. Higher mean score of female teachers, bachelor holders, more experienced teachers, and the teachers in the third age range (plus 20) displayed the fresh assumptions, experiences, and expectations received in the programme. Such factors encourage teachers to engage in the teacher education programmes not only to pursue the updated knowledge and skills of what to teach and how to teach in an L2 context, but also to realise why to teach certain features in the classroom.

In theory, as EFL teachers rely on their knowledge characterised by cognitive flexibility and more diversified mental abilities targeting greater classroom activities, they need to put such knowledge in practice through the empirical steps of teaching, which falls in professional skill demarcated by Nguyen (2017) as " conceptualisation of professional practice for teaching provided a theoretically grounded, empirically tested, and comprehensive basis for analysing aspects of teachers' responsibility that pre-service or in-service teachers needed to develop as part of their effective professional practice" (p. 105). In other words, Brandenburg, Glasswell, and

Ryan (2017) signify the concept of professional skill for classroom activities in proper sequence and due time.

In a nutshell, this study discloses that EFL teachers' awareness of teacher education philosophy is the influential factor for the development of their PS. Additionally, the gender, academic qualification, teaching experience, and age of teachers play the crucial roles in perceiving the presented philosophy related to PS. These teachers' traits indeed prove to be significant for the acquisition, accommodation, revision, presentation, management, and assessment of knowledge and skill offered during the teacher education programmes and are expected to be implemented in the classroom. The teachers' traits associated with the philosophical awareness provide insights into the theories and practices and allow teachers to perceive teacher education principles and achieve teaching objectives. The results also appeared to be compatible with Kumaravadivelu postmethod theory in teaching language, which argues that the parameters of postmethod have the potential benefits for L2 teacher education programmes and skill of teachers.

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