
Teaching Portfolio as a Source of Pre-Service Teacher Training Programme Needs Analysis

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Abstract. The present study aims to portray the information value of the pre-service teachers' portfolios within the particular study programme needs analysis with respect to the profile of effectively prepared novice teachers. The study focuses on the values of portfolios with respect to teacher training programme needs. The portfolio was used to examine the gaps in pre-service teacher training and practice needs. Student teacher training observations, semi-structured interviews with teacher trainers and structured interviews with supervisors were carried out to confront the findings.

The research results may represent a further step towards using student-teacher portfolios as a significant source of information for students (teacher trainee), teachers, managers (author of the study programme).

Keywords: *pre-service teacher training, portfolio, qualitative research, self-reflection, needs analysis.*

Introduction

Autonomy and self-reflection should be natural for all people no matter what they do and where they work. Self-reflection and ability to learn are the drives that move us forward, promote better understanding, the ability, help us to make progress, to improve and make our performance more efficient. Autonomy “means acting with choice—which means we can be both autonomous and happily interdependent with others” (Pink, 2009,

Chapter 4, Section *players or Prawns?*, para. 10). Autonomy, self-reflection and self-efficacy are the terms which are often discussed in connection with humanistic approaches not only in in-service teaching but also in pre-service teachers' education.

Teacher Self-efficacy

Teacher self-efficacy is “an important construct in teacher education” (Pajares, 2002, *Refining the Study of Teachers' Sense of Efficacy* section, para. 9). The research indicates that teacher efficacy of the pre-service teachers increases after their student teaching experience (Hoy & Spero, 2005; Tschannen-Moran, A.W. Hoy & W. K. Hoy, 1998; Gavora, 2010). Chambers & Hardy (2005) studied the relation between the length of the student teaching experience and perception of teacher efficacy and found no impact. Gavora in 2011 studied self-efficacy of in-service teachers in Slovakia and compared results with the results of his earlier research where the sample consisted of pre-service teachers. His findings suggest that mean score of personal teaching efficacy (PTE) is higher than general teaching efficacy, which means that teachers believe in their own abilities to facilitate students learning more than to the abilities to overcome problems as e.g. low motivation etc. Mean score of the PTE (maximum positive value 6) reached by the pre-service teachers was 4.22 (research published 2009, 2010), in-service teachers with 1–5 years of teaching practice 4.21 and teachers with the teaching experience above 5 years 4.52. Concerning general teaching efficacy he observed similar results – 3.69 pre-service teachers, 3.72 teachers with 1–5 years' experience, 3.75 teachers with the teaching experience above 5 years. The similar results were published by Pendergast, Garvis, & Keogh (2011) who ran a longitudinal study and tested the pre-service teachers before and after completing the seven-week practice and found that self-efficacy declined. They suggested that this might be “a result of reality shock”.

The quality of teacher training, the meaningful content and connection with practice are the factors that can not only strongly influence the teaching performance but also help to create a positive self-image and build self-efficacy. Learning as such is a cyclical process and thus every lesson leads us towards further experimentation, gaining new experience that must be analysed and further steps should be suggested and verified.

Hupková and Petlák (2004, pp. 33–34) define six steps that lead from self-reflection to self-development: 1. self-reflection, 2. self-evaluation, 3. self-confidence, 4. self-control, 5. self-regulation, 6. self-creation. Self-reflection belongs among the first presumptions of self-creation and performance that is closely connected with self-efficacy (Bandura, 1986; Schunk, 1995; Tzur, Gonzach, 2016; Haddad & Taleb, 2016), it is also an important prevention before burn-out (Evers, Brouwers, & Tomic, 2002). Three assessment processes important for building self-efficacy were described by Gist and Mitchell (1992), namely analysis of task requirements, attributional analysis of experience, and assessment of personal and situational resources/constraints.

Portfolio as a self-reflection tool

Portfolio as a tool of self-reflection has been discussed in numerous studies (Granberg, 2010; Wolf, Whinery, & Hagerty, 1995; Straková, 2016). The term *portfolio* generally covers the range of information, activities, documents and materials. Based on its aim and use Crow & Harrison (2006, p.12) categorise 5 types of portfolio:

1. assessment portfolios (examples of the owner's work for viewing by others for assessment purposes);
2. showcase portfolios (the best examples of the owner's work, usually formatted in date order);
3. development portfolio (allows the owners to monitor and plan their own development);
4. reflective portfolios (allows the owners to review their own development; typically shared when the owner is applying for a job, or wanting to highlight work to other);
5. hybrid portfolios (combination of two or more of the above).

Portfolio in education is not a new term. A European language portfolio was piloted by the Council of Europe in 1998–2000. By 2004 there were about 65 different language portfolios. In 2005 The European Language Portfolio has been introduced to Slovak schools. Language portfolio can be defined, in the simplest way, as a document mapping a learner's language knowledge, contacts with different languages and culture, it also reflects on language learning, progress and a learner's self-evaluation and it is also a collection of a learner's work in the foreign language. Firstly, it was introduced to pupils at the elementary schools, later its use was extended to secondary schools, as well.

There were also some attempts to introduce teacher portfolios, however it was not accepted. Still, Edgerton, Hutchings and Quinlan (1991, p. 4–6, in Kaplan, 1998) summarise the advantages of teacher portfolios and highlight that it captures the complexity of teaching; it encourages improvement and reflection, fosters a culture of teaching (Kaplan, 1998, p. 4).

Teacher training institutions have been using various forms of portfolios for collecting different documents (e.g. lesson plans, pupils' work, observations, (self)evaluations, etc.).

European Portfolio for Student Teachers of Languages (EPOSTL) as a self-reflection tool for teacher trainees

Student teacher portfolios enable the tracking of teacher trainee performance over the time; it enables continuous reflection of their teaching skills and progress. The portfolio contains a personal statement section, a self-assessment section, a dossier, a glossary of the most important terms relating to language learning and teaching used in the EPOSTL; an index of terms used in the descriptors and a users' guide which gives

detailed information about the EPOSTL. In the research presented we deal with the self-assessment section that consists of 193 “can-do” descriptors of competences related to language teaching. The descriptors are grouped into seven categories, namely context (with 4 subcategories – curriculum, aims and needs, the role of the language teacher, institutional resources and constraints), methodology (with 7 subcategories – spoken interaction, written interaction, listening, reading, grammar, vocabulary and culture), resources, lesson planning (with 3 subcategories – identification of learning objectives, lesson content and organisation), conducting a lesson (with 5 subcategories – using lesson plans, content, interaction with learners, classroom management and classroom language), independent learning (with 6 subcategories – learner autonomy, homework, projects, portfolios, virtual learning environments and extra-curricular activities) and assessment of learning (with 6 subcategories – designing self-assessment tools, evaluation, self-and peer assessment, language performance, culture and error analysis).

Talking about reflection and evaluation Barrett (2007, p. 444) presents key strengths of (1) using portfolios for assessment of learning and (2) using portfolios that support assessment for learning. Comparing the two aspects of portfolios mentioned above we deal with e.g. different types of motivation, when in the first type extrinsic motivation is required and in the second type the intrinsic motivation is fostered. The second type can be also characterised by the feedback given with the aim to improve learning; in this case formative evaluation with the focus on the needs in the future is applied, which differs from the first type where summative evaluation is applied with the focus on what has been learned. Parker, Ndoye and Rotzhaupt (2012, p. 99) claim that “e-portfolios have moved to the forefront of teacher preparation programs across the United States” and their qualitative analysis of student perception of e-portfolios in a teacher education programme indicated that “the frequency with which the students receive guidance and feedback is critical”. The main result of their research is formulated positively. Even though students perceived the process of time consuming, they could see its benefits. EPOSTL can be seen as a self-assessment tool and as such it helps to develop the person as it increases self-knowledge as well as self-understanding (Boud, 2005). As it can be seen EPOSTL is not only the collection of students’ work, what more it promotes reflectivity, builds autonomy.

Autonomy, as “a second-order capacity of persons to reflect critically upon their first-order preferences, desires, wishes and so forth and the capacity to accept or attempt to change these in light of higher-order preferences and values” (Dworkin, 2015, p. 14), is very important not only for in-service teachers but also for pre-service-teachers. Autonomy is connected with the responsibility for own learning and progress, which implies setting the aims and objectives, finding the appropriate learning strategies, monitoring the progress and evaluating the results. The self-evaluation process is often underestimated, however it is very important for setting personal aims, evaluating one's own progress and personal growth and achievements and building self-efficacy. Little (2006, p. 176) claims that the

process of planning, monitoring and evaluating one's own learning is the “prerequisite or the success of a needs-based approach to language learning for communication” and he perceives self-evaluation fundamental for the process of independent, autonomous learning. This opinion sounds in many studies and is supported by numerous researches, e.g. Burkhalter (2016), van Lier (2004), Straková (2003) and others.

Self-reflection and self-assessment support and lead towards independent learning and at the same time they support intrinsic motivation by setting and reaching self-set goals. Barrett (2004) relates effective use of portfolio to deep learning and she highlights e.g., the facts that it allows learners to relate their ideas to previous knowledge and experience, it provides the opportunity to review and critically approach the evaluated aspects of their own learning, they work with their own material, present their own experience and opinions, evaluate their own progress.

Concerning pre-service teacher training, portfolios aimed at self-reflection offer invaluable feedback for teacher trainers as they reflect both, strengths but also the gaps students have. The gaps not only between theory and practice but also gaps in theory and gaps in practice, which represents feedback for the teacher trainers about not only the contents of their courses, but also their teaching as well as the methods and forms they use, etc.

Research

Background of the study

Mapping professional development of teacher trainees at the University of Presov via teaching portfolios was introduced 5 years ago. It is used by the English language students during their teaching practice and discussed and analysed during lessons in Methodology respectively. It has proved to be a valuable source of evaluating students' progress and self-reflection.

The aim of the study realised in the period 2015–2017 was to study possibilities of using information from teacher trainees' portfolios to get more objective information on the needs of student teachers in connection to practice and thus to improve the quality of the programme preparing teachers-to-be.

Design

The introductory semester of the English as a foreign language (EFL) methodology course builds on the knowledge acquired in the courses on general pedagogy and psychology (passed in the BA study programmes). It focusses on building the profound theoretical knowledge. The second and third semesters strive to transfer knowledge to capability and the teachers' aim is to impart thinking and especially ability training (comp. Wang, 2012, p. 356). During the second term they are assigned to the elementary

schools for a period of two weeks. Prior to the teaching itself, they observe 5 English language lessons and discuss them with their supervising teachers. Successively they teach 10 EFL lessons. In the third semester of their study they are placed for another two weeks at secondary schools. They also spend 6 weeks during the last semester of their study at the elementary and secondary schools. In the planning and evaluation phases they are supported by their supervising teacher. After their teaching practice they deliver their structured teaching practice portfolios to their EFL methodology teacher. The portfolio includes teaching practice observation sheets, lesson plans with self-evaluations, profile of a student, textbook evaluation and the evaluation of the teaching practice including their self-evaluation. EPOSTL as a self-reflection tool measuring students' beliefs in complex way was piloted in 2012. Currently, it is also a subject of a discussion in the final state exams.

Instruments

The study focused on the values of portfolios with respect to teacher training programme needs.

The data were collected (1) using EPOSTL, (2) analysing semi-structured interviews with students (in a form of focus groups) that were realised and (3) structured interviews with supervising teachers.

Participants

The study was conducted at the University of Presov in Slovakia about five years after the portfolios have been introduced in English as a foreign language (EFL) Master's teacher training. The EFL methodology course consists of three 39-units of study distributed over a period of 13 weeks; 2 two-week teaching practice placements completed in a primary and a secondary school and one 6-week teaching practice placement.

Students ($n = 64$) participated in the research during three semesters of the 2015–2017 academic years. The sample that was statistically evaluated and discussed was limited to $n = 57$ as data were not completely collected and recorded from all participants in all 4 measurements (see Methodology section). Seventy-four percent of the participants were female ($n = 42$), and 26 % were male ($n = 15$). The age range of the participants was 22–29 with a mean of 23.98 years at the beginning of the research.

Supervisors ($n = 4$, F, mean age 41.3) participated in structured interview after the 3rd teaching practice.

Data collection

The research employed both, qualitative and quantitative data. Data available from EPOSTL were qualitatively and quantitatively evaluated and were the source of further discussions about the learners' experience, skills and abilities and its realization to the content and quality of study programme.

The data reported in this article were obtained from the subjects at four different points during their period of study. The first test in each dataset took place before the subjects went for teaching practice. Data were examined 4 times; precisely after each control period (before teaching practice (B), after the first teaching practice (TP1), after the second (TP2) and third teaching practice (TP3)). Data gained from the EPOSTLs were statistically examined. The following variables were the subject of analysis: context, methodology, resources, lesson planning, conducting a lesson, independent learning figure 1.

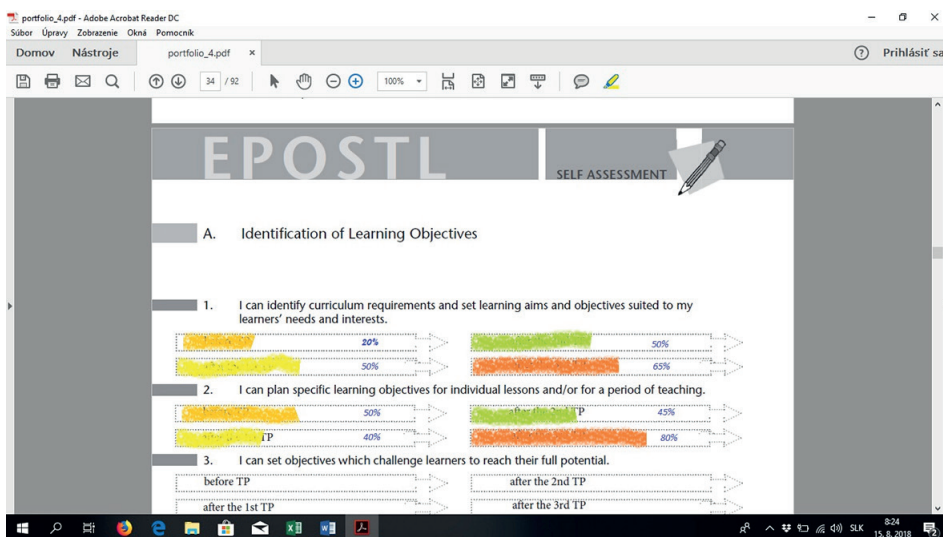


Fig. 1. Illustration of the EPOSTL record

Group interviews with teacher trainees were organised on repeated basis (followed each teaching practice) where students shared their experience and defined the problem areas. The discussions lasted 45–60 minutes with the EFL methodology teacher as a moderator of the discussion. The semi-structured interviews were organised in three individual groups with 17–22 participants in a group. Most of the pre-determined questions were open and the opportunity to directly control the flow of process was beneficial. It allowed us to get detailed insights, to understand the origins of problems students faced. The recordings of interviews were analysed along with the notes moderator (and her assistant) body language observed.

The issues formulated by the participants were coded; the main categories were identical with the categories defined in the EPOSTL.

A discussion with 4 supervising teachers who worked with students during their teaching training was structured and the aim was to find out how objective students are in their self-reflections and to find out what they (supervising teachers) perceive as the most problematic areas and compare it with issues students formulated. The supervising

teachers were selected based on convenience sampling. Six supervisors who the university cooperates with and are experienced not only in teaching but also in working with teacher trainees (minimum 7 years of work with teacher trainees) were asked to take part in the study, out of which 4 agreed.

Results of the research

With the aim of learning more about the students' beliefs about their teaching skills we analysed the data gathered from their EPOSTLs where they reflected their abilities 4 times during the study reacting to "can do" statements.

The first teaching experience is very important for student teachers and thus minimising threats by good preparation and lowering their anxiety is an essential part of EFL methodology courses. The following figure 2 shows the comparisons of students' feelings about their abilities before teaching practice and after the first teaching practice. The following variables are represented in table 1 and figure 2: Cont – context, Meth-methodology, Res – resources. LP – lesson planning, CL – conducting a lesson, IL – independent learning, A-assessment of learning with the identification B(before) or TP(after) teaching practice + index indicating the number of teaching practice, e.g. TP1 – after the 1st teaching practice.

Table 1
Descriptive statistics of variables before and after the 1st teaching practice

Variable	Descriptive Statistics					
	Valid N	Mean	Median	Minimum	Maximum	Std.Dev.
B_Context	57	49.73	51.61	13.26	76.13	15.07
B_Meth	57	43.98	43.33	7.72	79.39	16.77
B_Res	57	46.60	48.18	14.73	86.36	18.55
B_LP	57	42.56	43.64	10.64	78.64	17.11
B_CL	57	45.09	45.37	6.37	85.56	18.33
B_IL	57	42.45	43.68	3.93	75.00	17.02
B_A	57	42.51	42.26	9.44	91.48	19.20
TP1_Context	57	58.74	59.57	22.74	85.52	13.93
TP1_Meth	57	53.23	54.28	18.93	92.37	15.92
TP1_Res	57	55.46	57.27	15.00	97.27	18.08
TP1_LP	57	53.87	56.36	14.36	88.41	17.53
TP1_CL	57	57.65	60.19	18.52	98.15	17.05
TP1_IL	57	48.78	51.78	15.36	84.82	16.34
TP1_A	57	52.23	52.04	14.33	94.44	16.96

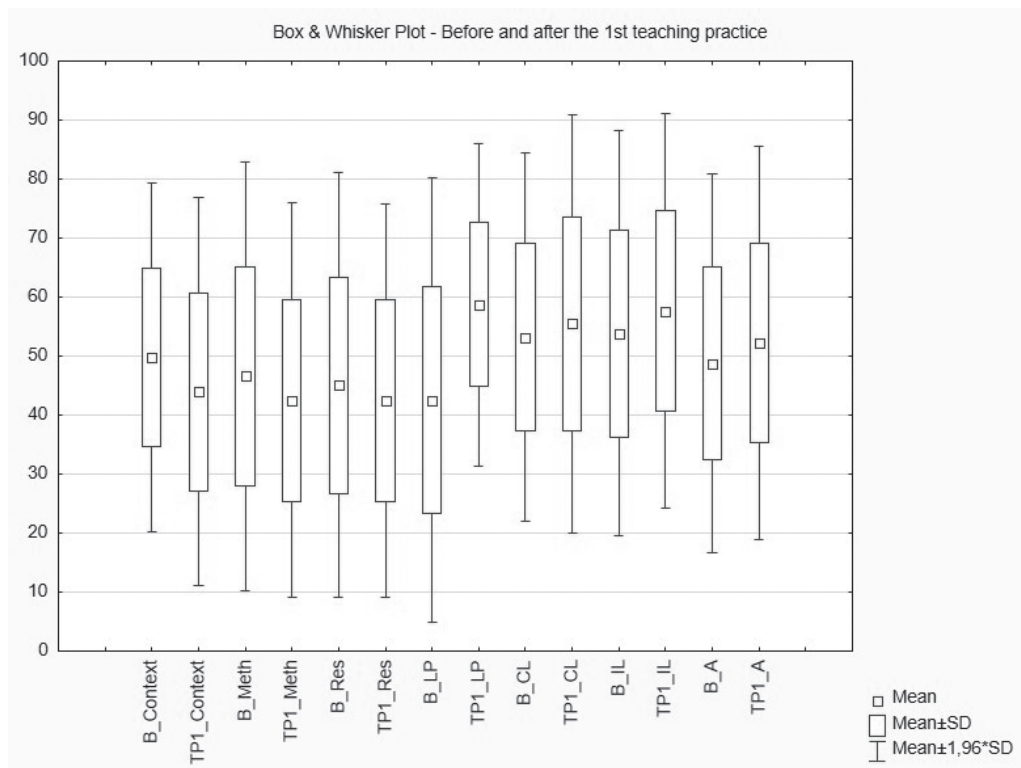


Fig. 2. Box Plot of EPOSTL categories measured before and after the 1st teaching practice

The lowest median score before practice was observed in the variable *assessment* and the highest one in *context*. In the discussions we had with students they explained they were afraid of not being objective able to set and apply criteria for the grades. The best median score was reached in the category *context* and students felt safe as they had the feeling they knew it well as they had graduated 3 years before.

On the other hand, as it can be seen students probably overestimated their skills and abilities in the area of *context* together with two other categories, namely *methodology* and *resources*. In those three categories we observed a decrease in the scores comparing before the teaching practice and after the 1st teaching practice. The biggest change in the first phase was recorded in the categories *conducting a lesson* (an increase of 14.82 points) and *lesson planning* (an increase of 12.72 points). Even though they stated a relatively high level of satisfaction with their ability to plan an EPOSTL lesson (they reached 60.19 points), still, in the interviews they expressed they had problems with lesson planning.

In the first discussion (after the first teaching practice) students most frequently mentioned time as problem. They mentioned it was unexpectedly surprising how planning and material development was demanding. Even though they had some experience with both (during their microteaching activities at the university) they claimed they did not

expect it would be so time demanding. S2-5: *I spent hours preparing a single lesson. I had to teach three different classes one day. I went to bed at two o'clock in the morning as I was cutting and colouring the houses for every pupil in the first grade and I wanted to use HotPotatoes with my 5th graders... Urgh, I came home after teaching classes and slept the whole afternoon. T: What about the lessons you taught? S2-5: Oh yes, it was really good. They liked it, they enjoyed lesson, and, erhm, they were active.*

Concerning time, they also mentioned they had problems with estimating the time students needed to accomplish different tasks. S3-12: *I wanted to do extensive reading in a class, so I brought a story about Sherlock Holmes. It was really easy, it was level 1. I planned 10 minutes for reading and it took them 20 minutes to read it. The complete lesson plan was ruined, I had fantastic activity – solving a crime planned for the last 7–10 minutes and we didn't manage to do it. And it was really the best part of the lesson.*

Generally, we recorded a positive increase in all categories before the teaching practice and the last (3rd) teaching practice. The table and figure below show the increase in different categories in two check points – before teaching practice and after the third teaching practice.

Table 2
Descriptive statistics of variables before teaching practice and after the 3rd teaching practice

Variable	Descriptive Statistics					
	Valid N	Mean	Median	Minimum	Maximum	Std.Dev.
B_Context	57	49.73	51.61	13.26	76.13	15.07
B_Meth	57	43.98	43.33	7.72	79.39	16.77
B_Res	57	46.60	48.18	14.73	86.36	18.55
B_LP	57	42.56	43.64	10.64	78.64	17.11
B_CL	57	45.09	45.37	6.37	85.56	18.33
B_IL	57	42.45	43.68	3.93	75.00	17.02
B_A	57	42.51	42.26	9.44	91.48	19.20
TP3_Context	57	73.36	74.13	37.39	93.78	12.18
TP3_Meth	57	68.52	71.75	28.86	94.21	14.90
TP3_Res	57	70.91	73.18	21.45	100.00	16.56
TP3_LP	57	67.81	69.32	22.27	94.50	16.45
TP3_CL	57	72.61	74.81	24.81	97.41	15.51
TP3_IL	57	60.69	64.46	21.07	91.86	15.72
TP3_A	57	66.95	69.37	22.11	97.41	17.14

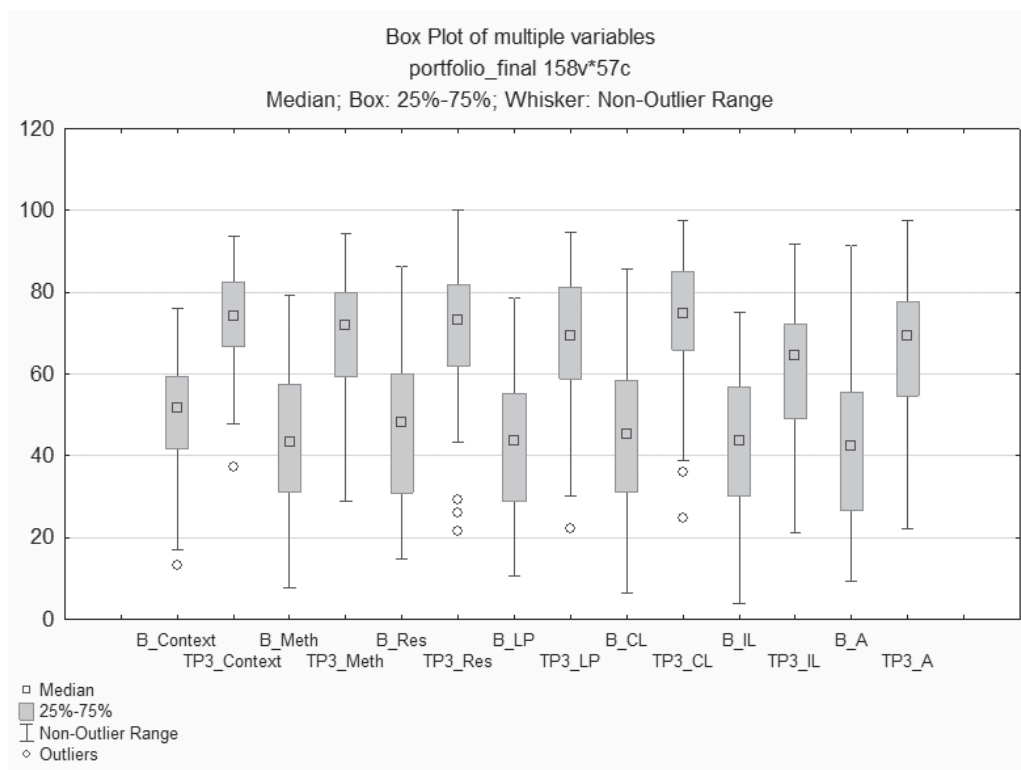


Fig. 3. Box Plot of EPOSTL categories measured before and after the 3rd teaching practice

As it can be seen students' beliefs about their teaching abilities positively increased. Table 2 displays the mean, median and range of scores for each group. Comparing both, the means and medians, the biggest progress was recorded in *conducting a lesson* (18 points mean and 20 points median) and the lowest increase was recorded in the variable *independent learning*. From figure 3 we can see that, concerning range before the teaching practice, it was *independent learning* that scored lowest. At the end of their study they felt most confident in the field of *context* (which was also the case before the teaching practice) and the least safe in the field of *independent learning*, which again copies the results reached before the teaching practice. In the last discussion, students expressed positive attitudes towards the content of the EFL methodology course and the teaching practice. In particular, they suggested connecting grammar lessons (they mentioned morphology and syntax) with methodology (morphology and syntax are courses of the bachelor study programme; EFL methodology courses are part of master study programme syllabus). Students also called for applying case studies as a possible preparation for real-life situations.

Among the biggest problems that resounded in the discussions were also areas such as discipline, forcing learners to speak English, assessment. Discipline and assessment

were also mentioned after the last teaching practice and new areas were added – teaching learners with specific education needs, how to plan content and language integrated lessons, how to develop autonomy.

Supervisors confirmed they could see the positive progress of teacher trainees in a course of teaching practice. Similarly as teacher trainees, they named areas discipline, time management, clarity of explanation, individual approach and teaching learners with learning difficulties as their week points. This was a very important finding. They agreed on the areas that were problematic. Supervisors claimed they could rely on teacher trainees in most cases and that they were prepared to objectively evaluate what happened during the lesson and to draw conclusions.

Discussion

The research indicates that portfolio is a useful self-reflection tool. From the discussions we had we found that students perceive EPOSTL as “long” document (they consider some descriptors to be redundant – as e.g. in their conditions they could not answer them, e.g. extra-curricular activities) but on the other hand, they consider it a useful tool that “forced them to think about their performance” and plan further steps, which supports the findings of Boud (2005).

Figures 2 and 3 indicate how students perceive their abilities, what their threats are, what their weaknesses are. Figure 2 partly confirms the results of a study conducted by Pendergast, Garvis and Keogh (2011). This is important information for syllabus developers with the information which areas should be covered or strengthened before students realise teaching practice. The data reflecting the period after the 3rd teaching practice indicate the gap between the academic preparation and in-service teachers’ needs. This feedback is especially important from the viewpoint of its authenticity. It is based on real needs of practice in particular time. As an example, in the Slovak context we can mention three areas: (1) introduction of a compulsory subject to the groups of young learners without qualified teachers (the foreign language teachers are qualified for 5th to 13th grades and elementary school teachers are not qualified for teaching foreign languages), (2) inclusion and integration at the elementary and secondary school is more or less not reflected in the teacher training preparation, (3) raising the number of bilingual schools.

University study programmes in Slovakia are regularly evaluated by the national Accreditation Committee. The changes (methodological, legislative, those applying to the school management, teachers and pupils) should be reflected in the pre-service teacher training programme. However, the main reason for study programme evaluation is that student-teachers are to become teachers and teacher confidence and teaching efficacy is built during the pre-service teaching preparation (Gavora, 2010; Pendergast et al., 2011).

Historically, research investigating the factors associated with using portfolios in teacher training has focused on benefits for students. However, it is significant feedback (together with feedback from teaching practice supervisors) about the quality of teacher training programme. This study shows there is an urgent need to focus on teaching learners with special education needs (a new phenomenon after integration of learners to intact classes), introducing content and language integrated learning (even though this issue should be discussed not only in the group of language teacher, but also subject teachers).

Limitations and further research

The study has been limited to convenience samples. The size of groups was relatively big, however, it might have happened that participants decided not to express their opinions, as it would extend the time of discussion, or they did not want to share their experience and/or opinion.

Another potential problem is that not all students filled EPOSTL honestly, it was apparent some of them did not spend much time thinking about the different items as their answers were contradictory.

The triangulation (EPOSTL, interviews with students and supervisors) was used to assure the validity, however, the sample of supervisors was small and their information thus cannot be evaluated as valid.

It would be interesting and worth studying the self-efficacy of the students in a sample after 1–5 years of in-service teaching to see how using EPOSTL in pre-service training affects the teaching practice and compares them with the teachers who did not work with it. Similarly, it would be effective to discuss the programme content with them (after in-service teaching experience) from the perspective of in-service teachers.

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Mokymo aplankas kaip būsimųjų mokytojų rengimo programos poreikių analizės šaltinis

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Santrauka

Įvairūs tyrėjai aptarė ir patvirtino galimą naudą, susijusią su aplankų taikymu mokytojų rengimo programoje. Šiame tyrime taip pat aprašyta, kaip pedagoginės praktikos metu ugdomas būsimųjų mokytojų saviveiksmingumas ir koks yra aplanko vaidmuo ugdant studentų savęs vertinimo įgūdžius ir savarankiškumą.

Galima teigti, kad aplankas yra svarbus informacijos apie mokytojų rengimo programos kokybę, ypač apie jos trūkumus ir apribojimus, šaltinis, todėl dėl grįžtamojo ryšio yra vertingas

mokytojų rengimo programos poreikių analizei, atspindinčiai dabartinę padėtį. Straipsnyje parodoma, kad aplankas yra informacijos apie mokytojų pasiekimus, kokybę ir mokytojų rengimo studijų programos turinį šaltinis, kuris sudaro EPOSTL (EABKM – Europos aplankas būsimiesiems kalbų mokytojams) pridėtinę vertę. Straipsnyje pateikiama dalies ilgalaikio tyrimo duomenų analizė. Duomenys, gauti iš EPOSTL ir diskusijos su tyrimo dalyviais, gali būti laikomi pakankamai objektyviais (žr. tyrimo ribotumą), atsižvelgiant į tai, kad aplankų pagrindinis tikslas buvo padėti būsimiesiems mokytojams įsivertinti savo įgūdžius, o ne vertinti universitete dėstomus dalykus (remiantis universitete gauta medžiaga ir pravestomis pamokomis). Tyrimo rezultatų aktualumas buvo aptartas su mokytojais mentoriais kaip nepriklausomais studentų akademinų žinių, teorinio pasirengimo ir praktinių įgūdžių vertintojais.

Mokymo kokybės puoselėjimas ir tobulinimas priklauso nuo to, koks yra mokytojų rengimas, ir nuo būsimųjų mokytojų gebėjimo įsivertinti savo sugebėjimus, analizuoti mokymo situacijas bei aplinkybes ir atitinkamai reaguoti, reflektuoti jų valdomą procesą ir sprendimų priėmimą. Manome, kad EPOSTL yra savirefleksijos priemonė, padedanti studentams sistemingai stebėti jų pažangą. Tai padeda išugdyti įprotį ir poreikį nuolat įsivertinti savo gebėjimus. Tuo pat metu mokymo programų rengėjai gali gauti svarbų grįžtamąjį ryšį apie savo studentų ir praktikos poreikius.

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