

**Preparing Student Teachers to be Teachers of EFL Reading:
Effectiveness of curriculum development and instructional delivery of a
Revised Teacher Education Methodology Course: A U.A.E. Case
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Abstract

There is an urgent need to invest in teacher education programmes in the Arab world. Outdated curricula and methodologies, reliance on rote learning and not enough qualified teachers present a threat to the quality of education in the region. Traditionally, language teacher education programs have focused on transmission, product-orientated approaches that are applicable to any teaching context. However, there is a growing shift towards a constructivist, process-orientated perspective where trainee teachers are active participants in learning to teach. This thesis discusses the rationale behind shaping and contextualizing a teacher education reading methodology course in the Higher Colleges of Technology (HCT) B.Ed program in the United Arab Emirates (UAE). Through the HCT's Program Quality Assurance process, course evaluations, student focus group interviews, WebCT online discussions and observational analysis – it is suggested that approaches such as performance modelling, microteaching and problem-based learning may better maximize opportunities to practice the teaching of reading in a foreign language context. The impact of behaviourist learning experiences in Arabic schools and the potential influence of teacher education pedagogy upon developing reading teaching styles is explored. Changes in student teachers' knowledge and beliefs are traced as they construct knowledge along the path towards becoming EFL reading teachers and their notions of how the newly acquired knowledge can be applied to an Emirati context. These findings could have important implications for teacher education programmes in the UAE, by establishing concrete links between theory and practice and by enhancing the capacity of trainee Emirati teachers to teach reading successfully.