

# **Teacher Education**

## **Language Teacher Education**

**Author**

**Dr. Sevim INAL**



**Dr. Sevim INAL**  
TEACHER EDUCATION  
**Language Teacher Education**

e-ISBN: 978-625-6549-21-0

Scientific and ethical responsibilities of chapters in this book belong to the  
author

1st Edition 2026

Printing, publishing and selling rights of this book belong to Lisans Yayıncılık  
(Lisans Publishing). The whole or parts of the book may not be reproduced,  
printed or distributed by mechanical, electronic or other means without  
permission of the aforesaid organization.

Lisans Publishing

Lisans Publishing & Industry Ltd. Co.  
Tahtakale Area Hicret Street Nu:8/A  
Avcılar-İSTANBUL  
e-posta : [lisans@lisansyayincilik.com.tr](mailto:lisans@lisansyayincilik.com.tr)  
[www.lisansyayincilik.com.tr](http://www.lisansyayincilik.com.tr)

## INTRODUCTION

This book aims to introduce the process of teacher education in general and foreign language teacher education in particular. It explores the historical development of teacher education and foreign language teacher education and its global practices, content, and contemporary trends. Each chapter is designed to offer both theoretical insights and practical perspectives to support pre-service and in-service teachers, teacher educators, and policymakers in understanding the multifaceted nature of teacher preparation. The book is organized into eight chapters, structured as follows

**Chapter 1: The History of Teacher Education and Foreign Language Teacher Education** The opening chapter traces the historical development of teacher education, highlighting the evolution of teacher training systems from traditional apprenticeship models to modern university-based programs. It also examines the specific trajectory of foreign language teacher education, showing how the demands of global communication, cultural understanding, and linguistic competence have shaped language teaching preparation over time.

**Chapter 2: Teacher Education Across the World** This chapter provides a comparative perspective on teacher education systems worldwide. It examines the structures, policies, and qualifications required in different countries, showing both similarities and contrasts in how teacher training is conceptualized and implemented globally. The chapter emphasizes the influence of social, political, and cultural contexts on teacher education practices.

**Chapter 3: Language Teacher Education Content in International Contexts: A Comparative Perspective** Focusing on the substance of teacher preparation, this chapter analyzes the courses, curriculum, and pedagogical content designed to prepare language teachers. It compares how countries like the UK, USA, Finland, Norway, Japan, South Korea, and

Turkey structure their language teacher education, highlighting core areas such as language pedagogy, curriculum studies, assessment, classroom management, and inclusive education.

**Chapter 4: Approaches to Teacher Education** Chapter 4 explores the theoretical frameworks and practical models that underpin teacher education. It examines traditional, product-oriented approaches alongside holistic, learner-centered, and constructivist paradigms. The chapter also discusses how these approaches shape teacher training practices and influence the professional identity and competencies of future educators.

**Chapter 5: Practicum in Teacher Education: Models, Experiences, and Challenges** Practicum experiences are a critical component of teacher education. This chapter details the structure, implementation, and theoretical foundations of practicum programs, emphasizing experiential learning and reflective practice. It also explores the challenges pre-service teachers face during their school-based placements and how these experiences contribute to professional growth and classroom readiness.

**Chapter 6: Professional Development** Professional development is central to lifelong learning for teachers. This chapter examines initial, induction, and ongoing professional development, showing how structured training, workshops, mentoring, and peer collaboration enhance teacher competencies. It also addresses the role of professional development in adapting to diverse classroom contexts, technological innovations, and changing educational policies.

**Chapter 7: The Role of Assessment in Teacher Education** Assessment is crucial for evaluating both teacher performance and student learning outcomes. This chapter explores formative and summative assessment strategies in teacher training, connecting them to teacher competence frameworks and professional standards. It emphasizes how reflective assessment practices can enhance teaching quality and professional growth.

**Chapter 8: Technology, Innovation, and Trends in Teacher Education** The final chapter focuses on the transformative impact of technology and innovation on teacher preparation. It examines trends such as digital pedagogy, blended learning, gamification, and AI-supported tools, discussing their implications for teaching, learning, and professional practice. The chapter also addresses ethical, practical, and pedagogical considerations for integrating technology meaningfully into teacher education programs.

**Chapter 9: Teacher Certification Beyond Faculties of Education in Türkiye: Procedures, Policy Rationales, and Critical Perspectives**

Chapter 9 explores the complex landscape of teacher certification in Türkiye, focusing on pathways that extend beyond traditional faculties of education. While universities have long been the primary route for preparing and qualifying teachers, alternative certification programs, in-service training, and professional examinations have increasingly become part of the national teacher preparation framework. This chapter examines the policies and procedures that guide teacher certification, highlighting both the rationale behind these policies and the practical challenges they present. Furthermore, it critically analyzes the implications of these pathways for teacher quality, professional identity, and equity in access to the teaching profession. By connecting policy with practice, this chapter provides an in-depth understanding of how teacher certification shapes the professional landscape in Türkiye and offers insights into potential areas for reform and improvement.

**Chapter 10: International Standards and Future Directions in Foreign Language Teacher Education: Implications for Türkiye**

Chapter 10 situates Türkiye within the global discourse on foreign language teacher education by examining international standards, frameworks, and trends that guide the preparation of language teachers. This chapter reviews key global benchmarks, such as those developed by UNESCO, the European Union, and other professional bodies, and explores how these standards influence curriculum design, teacher competencies, and assessment practices. Beyond reviewing standards, the chapter critically considers the future directions of foreign language teacher education, including the integration of technology, intercultural competence, and lifelong professional development. Finally, the chapter analyzes the implications of these international trends for Türkiye, offering recommendations for aligning national teacher education policies with global best practices to enhance teacher quality, student learning, and the overall effectiveness of language education in the country.

Overall, this book presents a holistic view of teacher education, combining historical perspectives, comparative analyses, practical strategies, and future-oriented insights. It is intended as a resource for teacher educators, policy-makers, pre-service teachers, and researchers who wish to understand the complexities and innovations shaping the preparation and professional growth of educators in today's globalized and technology-driven world.

It is hoped that this book will make a valuable contribution to the field of teacher education in foreign and second language teaching, while also enhancing our understanding of teachers and teacher education. The book is intended to be of considerable interest to teachers, teacher educators, and anyone seeking to deepen their knowledge of teacher education.

## PREFACE

Education is the most fundamental aspect of human engagement with the world. It continues in every society from an ancient past to the present. The bridge between past and present history is paved through education, and teachers are the keys for establishing such bridges in society. The success of any education system depends on the quality of education received by its teachers. Considering the vital role that teachers play in human life and society, The book is grounded in my experiences as a language teacher and teacher educator, informed by both scholarly inquiry and professional practice. I position myself as a reflective practitioner whose understanding of teacher education has been shaped by sustained interaction with teachers, teacher candidates, and students. This perspective enables a critical yet empathetic examination of teacher education processes. The paths that teachers go through in their own education have always been a center of attention. It is not a straightforward, predictable path, but a teacher's path through learning is thorny and varied, and their efforts are ineffable.

As a language teacher and teacher educator I have always admired how some teachers can be so passionate and dedicated to their jobs, guiding individuals through life to make them better citizens of their country and that of society, and have long seemingly endless patience for their students.

Teachers are like Dukdukdiya-the hummingbird- in the Peruvian story. During the forest fire Dukdukdiya alone carried small drops of water in its tiny beak to quench the flames, while other animals in the forest stood in fear. When other animals told her that she could not cope with fierce fire with such a tiny drop of water, and why she was spending such a big effort for seemingly nothing, she replied that she was doing everything in her power to stop the fire and this was all what she could do. (The story is taken from the book *Wisdom of the Hummingbird* by Michael Nicol Yahgulanaas). This story always reminds me of teachers' dedication and passion and their effort to change the lives of individuals as they believe in their students; they believe in themselves; they believe in power of teaching and change. They know they will make a difference like Dukdukdiya in the hearts of their students.

All teachers' efforts are to make little changes in the lives of their students. As teachers, we all have a lot on our shoulders, but we will continue to touch the future. My hope is that this book forges a deeper bond with all teachers.

I, myself, have been inspired by fascinating teachers and students.

Finally, I would like to acknowledge with gratitude the support of my teachers, students, colleagues and family.

To all dedicated teachers whose children are waiting impatiently for them to be free to play together one day.

To Eda...

Sevim Inal  
Çanakkale,

## TERMS

**Pre-service teacher:** Student teacher, Beginning teachers, Novice teachers,

**Prospective teachers:** are all used to refer inexperienced teacher

**professionals:** teacher educators

**In-service teachers:** teachers currently employed by schools

**Reflective teaching:** self-analysing of behaviours, practices/self-examining

Pedagogy

LTE Language teacher education

**Critical pedagogy:** is a way of thinking critically and prepare students to question in educational setting,

**Inquiry-based learning:** a way actively involved in An approach that emphasizes active engagement, critical thinking, and problem-solving through students' exploration of questions and real-world problems.

**Practicum:** student teachers' active school experience

**Mentor:** supervisor, a person who mentors trainees/ student teacher

**Mentees:** student teachers or trainees

**Professional development:** ongoing training activities to help teachers shapen their teaching skills

**Instructional design:** developing appropriate materials for better learning

**Inclusive education:** a type of approach in education to include all types of learners and provide equall access to learning and materials.



<b>CONTENTS</b>	<b>PAGE</b>
<b>PREFACE</b>	<b>III</b>
<b>CHAPTER 1</b> THE HISTORY OF TEACHER EDUCATION and FOREIGN LANGUAGE TEACHER EDUCATION	<b>11</b>
<b>CHAPTER 2</b> TEACHER EDUCATION Across the WORLD	<b>25</b>
<b>CHAPTER 3</b> LANGUAGE TEACHER EDUCATION CONTENT in INTERNATIONAL CONTEXTS: A Comparative Perspective	<b>37</b>
<b>CHAPTER 4</b> APPROACHES TO TEACHER EDUCATION	<b>49</b>
<b>CHAPTER 5</b> PRACTICUM in TEACHER EDUCATION: Models, Experiences, and Challenges	<b>59</b>
<b>CHAPTER 6</b> PROFESSIONAL DEVELOPMENT	<b>69</b>
<b>CHAPTER 7</b> THE ROLE OF ASSESSMENT in TEACHER EDUCATION	<b>75</b>
<b>CHAPTER 8</b> TECHNOLOGY, INNOVATION, AND TRENDS in TEACHER EDUCATION	<b>81</b>
<b>CHAPTER 9</b> TEACHER CERTIFICATIN BEYOND FACULTIES of EDUCATION in TÜRKİYE:Procedures, Policy Rationales, and Critical Perspectives	<b>87</b>
<b>CHAPTER 9</b> International Standards and Future Directions in Foreign Language Teacher Education: Implications for Türkiye	<b>93</b>
<b>REFERENCES</b>	<b>99</b>



# **CHAPTER 1**

## **THE HISTORY OF TEACHER EDUCATION and FOREIGN LANGUAGE TEACHER EDUCATION**

This chapter establishes the historical and conceptual foundations of teacher education, with particular reference to foreign language teaching. It provides a historical overview of both general teacher education and foreign language teacher education, tracing the evolution of teaching from early civilizations to contemporary professional frameworks. Rather than comparing modern national systems, the chapter focuses on how conceptions of teacher knowledge, authority, professional status, and preparation have developed over time. By situating teacher education within its historical, philosophical, and socio-cultural contexts, the chapter lays the groundwork for later discussions of comparative models and practicum structures. It examines teaching practices from ancient civilizations through the twenty-first century by drawing on examples from diverse contexts. In addition, the chapter explores the historical development of foreign language teaching, the emergence of new teaching methods accompanying this evolution, and the social, cultural, political, and technological factors influencing education systems and their consequences. Since foreign language teacher education constitutes an integral part of teacher education more broadly, both concepts are addressed within the same chapter.

### **1. Introduction**

For humanity, past has always been a source of illumination to frame present and future. Learning from past helps to understand the failure and successes and evolution of what has been done, and also it becomes a source of inspiration for future.

Teaching is accepted as one of the oldest professions in the world. Prophets and priests are known to be the first teachers. In ancient times, initially, there were no schools or no systematic teaching training for teachers however “knowledgeable and learned men became teachers by default”

(De Barry & Bloom, 1990; p1). In those days only nobelmen's and wealthy people's children were sent to these highly knowledgeable men to learn leadership and some other essential skills (De Barry & Bloom, 1999) to survive and to take part in ruling their society.

### **1.1. Historical journey of Teaching**

Sumerians are known to be the first people invented writing and the schools were the first place where vocational education was provided in southern Mesopotamia (Çam, 2016), but education was mainly based on literacy and learning of scribe, and boys were educated to be scribes and priests, (history, n.d.). Sumerians are the first to prepare dictionary and reading texts, (Çam, 2016). Initially, "scribal schools were aligned with the temples which were the first schools, but in time schools turned to secular institutions, the teachers were paid and the tuition fees collected from the students and curriculum, too, was largely secular in character" (Kramer, 1963; p:231).

Egypt civilization is well known for its documents written on papyrus with its unique hieroglyphs, writing. To Gohary (n.d. P:1), The Narmer Palette is considered to be the earliest historical language documents from ancient Egypt. This palette is written to teach hieroglyphs writing and reading. Simple sentences structures were recorded for the first time on these palettes and later historical and religious inscriptions carved on the walls of tombs and temples (Gohary, n.d. , p: 1-2).

Records show that lessons such as geometry, religion, history, geography and foreign languages are taught in temples and art schools through dictation and copying in around 1200 BC to pupils hoping to enter the civil or diplomatic positions, (Source Gohary, n.d. P:4). It is fascinating to see foreign language teaching at that time and translated texts in various languages such as Coptic, Arabic, Demotic and Greek languages.

We can witness the educational endeavours in ancient China as well. Confucius is considered as one of the first private tutor. He is one of the Ancient China's most known figure that has a remarkable effect and long lasting contribution to teaching and education both in China and out of China and the influence of his pedagogy is still recognizable even today, (Huanyin, 1993). From what Huanyin reported, we can understand that in fact Confucius was also the first teacher educator as in those days he describe the features of good teacher. 'He believed that a good teacher should first and foremost be passionately and conscientiously committed to his work. His own knowledge must be broad in scope and fully mastered if his pupil was to

benefit from exposure to it. Confucius further believed that in order to elicit good results, the teacher must love his pupils, know them well, understand their psychological particularities, give thought to ways and means of facilitating their access to knowledge and, to that end, develop an effective methodology.” (Huanying, 1993, p:4). The profound effect of Confucius and ethical code of education seeded in Ancient China for himself as a teacher in fact it became a base for today’s ethical codes of education and that of a teacher and his contributions are still considered today. To Huanying (1993), even today, the selection and promotion of teachers, evaluation and placement of pupils are characterized by the Confucian principles set by that time and his principles of education are still recognized and applied in some countries such as, Japan, China, Taiwan, Singapore, Viet Nam, United States, and in other Asian and European countries.

Ancient Greek is undoubtedly one of the most splendid civilization of the world and left an exceptional remarks on world education as well as other areas. In Ancient Greek, Slaves and women were not allowed to receive education in some parts it, (Downey, 1957) and only soldiers were taught “music and dance to strength maneuverability of soldiers”, and children received their education either at “home or through pedagogue individual at very early ages”, (Sahibzada & Naz, 2015). Moral education was taught along maths, reading, writing and drawing, (Mavrogenes, 1980). Later, geometry chemistry, biology, oratory, astronomy, astromoy and meteorology formed the curriculum (Aristophanes, 2002). Children only from high social class were able to receive better education and progress to higher education, (Plutarch, (n.d). at that time.). Greek education was based on preparing good citizens and therefore education also focus on physical activites for the citizens to be healthy and have good physical appearance. Spartans and Athenians were different in terms of aim of education: Spantans trained women to be strong enough to defend the land whereas Athenian education was more democratic and based spiritual moral and physical setrength and based on memoraziton (Sahibzada & Naz, 2015). Although there was a kind of curriculum to teach all these subjects to the citizens we cannot see any trace of teacher training at that time but it won’t be wrong to say that there was no systematic teacher training and it was mainly based on individual efforts of a person to become a tutor/teacher and only knowledgeableman was eligible to teach. But the education system was organized and sponsored by the state (Sahibzada & Naz, 2015). Regarding the higher education in ancient Greek, at around 330s BC Aristotle’s Lyceum was founded and around 380s BC , Plato’s Academy which can be considered as the first ‘academic instution’ was founded and these two were the first higher education instutions in the

history of education academic institutions, (Taylor, 2016). To Taylor, Plato's Academy was not a like a regular school of today but more a place of questioning & answering and discussion between old and young members of the Academy. Such discussion reminds us of today's tutorial classes at the universities for example Oxford University follows this tradition "Oxford's core teaching is based around conversations, normally between two or three students and their tutor, who is an expert on that topic. it's your chance to talk in-depth about your subject and to receive individual feedback on your work". (Oxford, n.d.). So one can see considerable similarities between today's education in some universities and the education in Plato's Academy. History witnessed many changes in terms of educating the citizens but also throughout history, various methods, approaches and strategies were found and employed to teach a foreign language and improve foreign language education. To Huanying (1993), education and foreign language teaching initially influenced by cultural, social and educational factors, for example in ancient Rome , Egypt and Greece individuals are trained according to the needs of the society and for the demand for state services. Memorization is known one of the oldest practice for learning a foreign language and it emerged from the verbal culture where societies felt the need to learn about events, thoughts happening in their community. (Güneş, 2020). Memorization, however, was used commonly in many societies such as India, Roman, Greek as well New World civilizations such as Aztecs, Incas and Maya, (Britannica, online: n.d.).

## **2. Conceptual Foundations of Teacher Knowledge and Professionalization**

Education is the essential factor not only for the development of humanity but also for the development of the countries. The teacher takes up an essential role in this development. Teachers are shaping the future as they are not only the source of knowledge to open the pathways for individuals but also to support the workpower in the country and transmits cultural heritage, social and individual values of the society from one generation to another. Teacher education values different methods to furnish teachers with quality knowledge and effective teaching skills. As initially teaching was not considered as a profession and teacher did not have status (Shing & et.al., 2015) there was a need to conceptualize teaching and define its scopes and what forms teaching. In the 1980s, Shulman noticed this shortage of teaching and proposed two concepts for teacher education In the United State: professionalization in teaching and the urge for teachers to gain a status. Shulman clearly articulate the education and teacher's stan-

dards of performance to fill this gap. With this teaching become rewarding profession, (Shulman, 1987; cited in Shing & et.al., 2015).

“Shulman (1992) identifies four types of knowledge that need to be considered in teacher education and that are essential for teacher growth and development: (1) practical knowledge, which comes from student field experiences, student teaching, and regular teaching; (2) case knowledge, which comes from reading about what both successful and unsuccessful teachers have done; (3) theoretical knowledge, which comes from reading about important ideas, conceptual systems, and paradigms for thinking about teaching; and (4) empirical knowledge, which comes from reading what the research says about a particular subject and how to teach it (cited in Borich & Tombari, 1997; p:14). These knowledge concepts of teacher So, teacher education was shaped mainly through these ideas in the United States and spreaded across the countries.

Another three scholars, Cochran, De Ruiter and King in 1990's revised Shulman's model and related more to constructivism in teaching and learning. They clearly describe what needs to be included and integrated within the pedagogical content knowledge: subject matter knowledge which entails comprehending particular area of study profoundly and know the principles, theories and approaches related to that particular field of study; and pedagogical knowledge and in addition to this, Cochran (1993, n.d.). also describes teacher's knowledge under two components; one is the teacher's knowledge of students' abilities and their way of learning, how they progress, their attitudes and motivations and the other one is student's pre-existing knowledge of the new topic. Prior knowledge of students is essential component of constructivism for learning new information (Buffalo, n.d.; Kaya, 2000; Geoffrey, 2021; Bodner, 1986). According to constructivism information is processed through assimilation (Geoffrey, 2021; Kaya, 2008) which is the process of taking new information and “fitting it into an existing schema and through accommodation which refers to use the newly learned information to revise and redevelop an existing schema”, (Buffalo, n.d.) To Kesal & Aksu “The prospective teachers trained in a constructivist learning environment can establish a meaningful link between theory and practice and have many opportunities to teach, to observe and to reflect on their own and the other prospective teachers' teaching (Cochran, DeRuiter and King, 1993; cited in Kesal & Aksu, 2005; p: 118).

To Kesal and Aksu, constructivist learning environment should be safe and supportive and there learners support each other and therefore const-

ructivisit setting focus on learning rather than teaching”, (Wilson, 1997, cited in Kesal & Aksu, 2005; p. 119).

Although the types of teachers’ knowledge have been confirmed by the scholars and the mentioned types of knowledge are accepted as sine qua non of teaching the way how this knowledge is gained may vary in terms of some applications and procedures across the countries.

### **3. Teacher Education in Social, Political, and Cultural Context**

Teacher education is inherently shaped by its socio-political environment. As Cochran-Smith (2005) argues, teacher education is among the most politicized domains of education due to its role in shaping future citizens and its dependence on public funding. Government policies, societal expectations, and economic conditions all influence how teachers are prepared and evaluated.

Cultural values also shape conceptions of teaching and learning. Ben-Peretz and Lotan (2010) emphasize that teacher education reflects a society’s historical experiences, moral priorities, and views on knowledge. In an era of globalization, migration, and cultural diversity, teacher education faces new challenges that require both global awareness and local responsiveness.

### **4. Foreign Language Teacher Education in Historical Perspective**

Foreign language teacher education has been shaped by broader historical patterns of language use and power. Early language instruction, particularly in Latin and Greek, focused on grammatical analysis and translation, reflecting the intellectual goals of elite education. These traditions persisted well into the modern era, forming the basis of the Grammar–Translation Method.

As global communication expanded and modern languages gained prominence, especially English, language teaching objectives shifted toward communicative competence and practical use. These changes exposed limitations in traditional teacher preparation models, which often prioritized linguistic knowledge over pedagogical skill. Consequently, language teacher education increasingly incorporated insights from linguistics, applied linguistics, psychology, and sociocultural theory.

The global spread of English as a lingua franca intensified demands for qualified language teachers and highlighted disparities in teacher preparation across contexts. This historical trajectory underscores the evolvingL

text now logically leads into the need for examining contemporary teacher education models, which is the focus of Chapter 2.

## 5. English Language Teacher Education

The first language teaching records dates back to the Roman Empire time during the 5th century. Thousand years ago, there were many different people living under the rule of Roman Empire and each these people were speaking their own language however there was need to learn the dominant language which was the Latin language for communications not only for education (Leonhard, 2013) and one can see the traces of memorization while learning Latin in Roman Empire. The language was “learned through textbooks with short dialogues and limited language practice and it was only taught through instruction in school”, (Leonhardt, 2013, p: 17). To Leonhardt, these dialogues are known to be similar to today’s language text to teach modern foreign languages however the texts were mainly written to teach Roman culture through the Latin language. (Leonhard, 2013, p: 18). The Greek language was learned as a foreign language with the interpretation of the Latin language. Grammar-Translation method is known to be used in teaching Latin and is based on reading and translation from the source language text to target language as Greek and Latin were not taught for communication but for intellectuality but at the same time focus was on grammar, and memorisation of vocabulary in the literary text, between 17th-19th centuries, (Thanasoulas, n.d.). The way teaching Latin gave birth to Grammar -Translation method and this shaped what teachers need to know to teach. Latin was considered to be as a language franca however, in time the French language replaced Latin and French became as language franca. In the 16th and 17th centuries while French was the language of culture, trade and diplomacy, English and Italian were taught in some countries, (Muxtorjonovna, 2021). After French became the language the world, in the sixteenth-century Huguenot émigré Jacques Bellot had a considerable role in the history of English and French languages. He wrote some texts explaining grammars and everyday conversations in both languages to teach the refugees who wanted to learn a foreign language for their jobs in 1580s and his His language teaching methods remained in use throughout the seventeenth century after being incorporated into the often-reprinted *Grammaire angloise*(Auger, 2016; p:1).

The two books valuable language books were written in 1580s; The first one is “The English Schoolmaster”, starting with the English alphabet and pronunciation and the other one is “Familiar Dialogues”. In this there

was conversational dialogues written in French and English in two lines together, for job purposes (Auger, 2016).

To Embark (2019) printing considerably contributed in making English literature during the enlightenment period and English literature also contributed to the development of the English language as a lingua franca along social, economical and cultural development. “English language has become an international language with all modern features because of the effect of invention of printing; printing helped in dissemination of books or any knowledge resources, and spreaded the use of English and attracted more people to read and learn the language and it also contributed to the strengthening of the English language identity” (Embark, 2019, p: 11). Once English has become the language of diplomacy, culture, economy and politics, demand for learning English increased and this was a real turning point both in education and English language education. This movement has made English language as the lingua Franca of the world, the global language. Thus teacher education and English language teacher education have witnessed many radical changes.

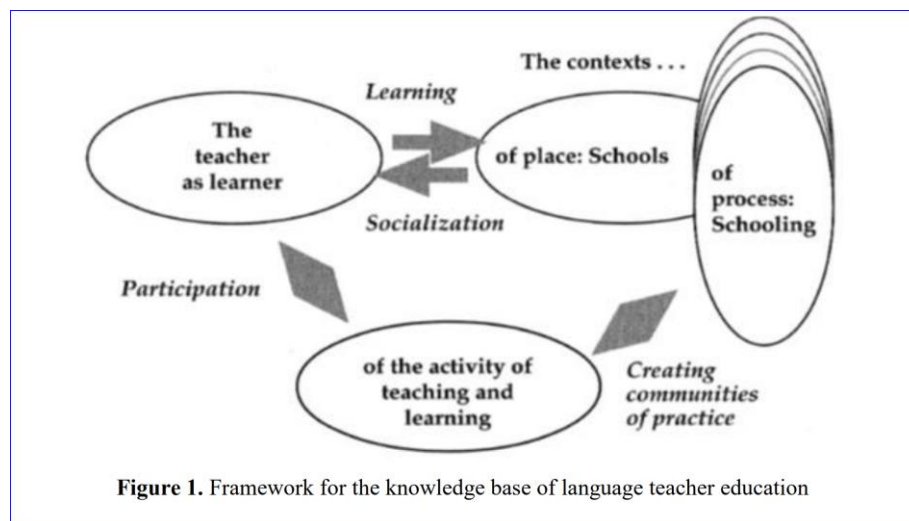
First formal teacher training started in France in 1600s by St. John Baptist de la Salle (Teacher 2007). Later, in the United States, in 1820s and 1830s teacher training became common in the academies, and the first two-year post-high school training institute for elementary school teachers was opened, and then four-year degree-granting teachers colleges and the first graduate school known as Teachers College, in Columbia University were opened, (Teacher, 2007). In Germany, everyone was given educational opportunity and the instruction was tailored to learners’ abilities and teacher education and teacher Training Colleges were educating providing teaching qualifications after the 19th Century, (Çınar, &Doğan, 2019). In Finland, in 1970s universities started to provide teacher education in some subject areas such preschool teacher, guidance and counselling (Çam, 2016; cited in Amann, 2003). To Varjo (2020) The Rise of the Finnish Comprehensive School between 1960 - 1970s, a part of educational reform, was the most significant change in Finland education.

For the first time English language teaching began to be placed in the curriculum in school system in Germany, in the nineteenth century and methodological developments also affected teaching language skills, (McLelland & Smith, 2018 p:7).

The history of English language teaching has started with the methods and approaches taught language in general and English in particular. In the early 16th century first English grammar books were published .

English language teaching has a rich and diverse history that spans centuries. It began as early as the 16th century when English grammar books were first published. However, it wasn't until the 19th century that formal English language teaching methods started to develop.

The English language teaching evolved around the world from previous colonies of Britain to Europe. Following this development of English language worldwide, it was realized that teacher education programmes were not enough effective to prepare teachers for the real classrooms, (Öztürk & Aydın, 2019). To Öztürk and Aydın, teacher education programme must be shaped by research and the idea of research in teaching, brought new perspective in teacher education: Teachers are no longer considered as teachers but learners and the focus was on what teachers know already and learning was accepted as process of ongoing development. Öztürk & Aydın,(2019:182) provides knowledge base language teacher education framework from Freeman and Johnson (1998) about the knowledge base language teacher education. The frame shows the essential constituents and knowledge areas of teacher education, so it is multi-dimension. In the framework, Freeman and Johnson emphasized the skills and knowledge that language teachers need to know and that they learn from their own experiences.



(The framework of Freeman and Johnson (1998) taken from Özgür & Aydın (2019, p: 182)

To Özgür and Aydın (2019) there should always be in interaction with the community to address the needs of their social, cultural and institutional milieu and teaching must be regarded as an advancing process. This attitude brought professional development as well as teacher training programmes and that learning lifelong. Any changes in the society affect teacher education and language education consequently. What kinds of changes and developments affect the education system? To Özkan and Aydın (2019) recent socio-cultural and political changes with impact of migration wave change the structure of the society from monoculturalism to multiculturalism. Multiculturalism urged new developments and changes in education and in foreign language learning accordingly. The following part will elucidate how foreign language teacher education develops

## **6. Factors Affecting Teacher Education and Foreign Language Education**

In the last two decades there has been a significant factors affecting countries and their education. Economical, cultural, social and technological change have effected teacher education and our view of learning and teaching accordingly. Rapid technological advancement is one of the causes that has a great impact on the way how education is viewed. For example digital tools become a part of in and out of class teaching and are used widely to facilitate learning. Blended learning is combined with traditional classrooms to address new generation's needs in the class. These tools aim to teach effectively, reduce the cost of class materials, give access to everyone to benefits from the learning environment equally. As a part of inclusive education, personalized learning instructional models such as collaborative learning, task-based learning, flipped learning are all the results of these changes in the society.

These new ways and modes of learning urged teachers to acquire new skills and equipped with technology-based teaching and learning skills. Teachers are equipped with knowledge and behaviours and some teaching skills to teach effectively in the classroom and teacher education programs usually refer to the procedures of these components and how they should be delivered to prospective teachers. However, teacher education cannot be described only through these procedures and programmes as the country's teacher education policy will have a huge impact on how to shape and develop these programmes and how the procedures will take place. as a not only a matter of programmes. The process is mainly shaped by the country's political, social and economical factors. To Cochran-Smith (2005) 'teacher education

has strongly institutional character and is one the most politicized areas in education'. Although it seems that universities are entire independent and the governments have no control over what and how to educate teachers, teacher education has always been the subject of political concerns. The reason for this is, since teacher education depends mainly on financial resources they are somehow controlled by the governments and therefore teacher education is affected by every decision taken and policy applied by the governments. Such interferences from the government may have either negative or positive impact on teacher education and teacher qualifications accordingly. Such governmental interference may vary in degree from one country to another”.

Social and cultural factors also determine the direction of teacher education. Ben-Peretz and Lotan (2010) in their study explain how teacher education reflect historical developments, cultural and social elements of the society:

*‘Teacher education programs also mirror the local cultural and social order and historical developments as they respond to the way a society defines the purpose of education and consequently the role of the teacher. Programs are influenced by contextual needs and constraints as well as political realities and pressures. They reflect ingrained relationships between community values and educational institutions, and dominant beliefs about the school’s role in educating children. The following brief overviews serve to illustrate how historically conditioned social and cultural factors have influenced teacher education in two countries: the United States and Chile. In the United States, the role of schools has changed with concurrent changes in the economic, social, and cultural circumstances of the nation. During the common school era, teachers (i.e., any individuals with minimal level of literacy and education) were primarily expected to be moral guides whose task was to instill values and civic responsibility in their students. A teacher’s comportment and appearance were just as important as her knowledge of content and pedagogy. At that time, the public expressed a strong preference for female teachers who were perceived as better nurturers by nature and therefore better suited for working with children. As industrialization and urbanization moved more and more workers into factories and masses of immigrants arrived in the country, employers and families realized that different skills were needed. Business leaders expressed their dissatisfaction with the poor quality of workers entering the workforce and*

*began applying pressure on national and local government. Then, as now, corporate leaders became concerned that if children were not well prepared for work, the United States would be at a serious disadvantage when competing with European or Asian manufacturers. Thus, schools were asked to educate workers as they became places that sorted individuals into future occupations and societal ranks (Cuban, 2003; Labaree, 2004, cited in Ben-Peretz and Lotan, 2010); (Ben-Peretz and Lotan, 2010, pp:525-526)*

With time and growing divergence in thoughts necessitate changes in learning however when huge migration waves across the globe affect social and political structures of the countries the need and demand for new qualifications for teachers have also appeared as mentioned above. We can see these changes not only in the USA and Chile as cited above but also in Europe and other countries. For example according to Hartley (2000; cited in *Ben-Peretz and Lotan, (2010)*, Teacher education in Scotland is highly affected by the global influences. To Hartley what makes global influence is the combination of three elements: global economic developments, requirements of new knowledge, and third requirements of cultural differences and inequality. To Hartley, the third one which is related to issues of cultural differences and inequality have to be approached and handled locally. (*Ben-Peretz and Lotan, 2010, pp:526*).

## **CHAPTER 2**

### **Teacher Education Across the World**

This chapter situates teacher education within a global perspective by examining how different countries organize and conceptualize teacher preparation, with particular attention to foreign language teacher education. Rather than focusing on historical origins, the chapter highlights contemporary models and practices, emphasizing the types of knowledge, skills, and professional competencies expected of teachers worldwide. By drawing on international research and selected country examples, the chapter explores common challenges—such as balancing theory and practice, ensuring teacher quality, and responding to social and technological change—while also identifying context-specific solutions. Through this global overview, the chapter provides a comparative framework that supports critical reflection on national teacher education systems and prepares the ground for later discussions on practicum, professional development, and policy implications, particularly in relation to the Turkish context.

#### **1. Introduction**

Education has become one of the most vital elements of human development all around the world. Especially, language teacher education is aimed to raise an awareness of emotional necessities such as respect, love, attention and so on. Most importantly language teacher education has a major importance for students to explore different cultures and traditions. However, language teacher education programs' context differ in different countries; therefore, there is distinct techniques and approaches that have been implemented in different areas of the world. For this reason, this paper firstly purposes to identify the importance of teacher education programs in relation with other well-developed countries and examine the issues between them, then reveal the missing and the most vital components in this field.

Teacher education has developed in diverse ways across countries, shaped by distinct historical trajectories, policy priorities, cultural expectations, and educational philosophies. While the core aim of preparing competent and qualified teachers remains universal, the structures, content, and processes of teacher education programs vary significantly from one national context to another. These variations are particularly evident in admission requirements, curriculum design, certification systems, practicum models, and approaches to professional development.

Language teacher education has a wide range of departments such as linguistics, literature, language, and psychology in which candidate teachers need to learn throughout the program. These departments change decade by decade considering the development of the program (Crandall, 2000). Crandall also argues language teacher education should be focused on creating active participators of constructing learning itself rather than transferring knowledge. In addition to this view, Freeman (2001) points out that teacher-learners achieve the program if they reconstruct their own knowledge about how to teach by observing their own learning environment. Back in the 1960-1980s, when it came to educational research, the process-product paradigm predominated, and researchers concentrated on how various curricular, or classroom techniques produced specific learning outcomes (Freeman, 2001). In 1970, behaviorism and process-product were integrated in second language teacher education to underline the activity and technique teaching. He also draws attention to the concept that need to be focused on pedagogy education rather than literature in this field. Moreover, Freeman (2001) precisely emphasize the fact that language teacher education should be derived from the combination of teacher training and development. He also states that there are many misconceptions and lack of achievement in this department for this reason. There are other key concepts that need to be consider along with teacher education.

## **2. Process of Teacher Education**

The language teacher education system has four or five years of receiving academic education at Education Faculty in every country. After completing the three years of teacher education, the best part of the practicum part will be waiting for them to face with the reality. Research by Breen, Hird, Milton, Oliver and Thwaite (2001) categorizes the influence of practice as the start from the point of teachers' faith about teaching a second language. After that, teachers' pedagogic knowledge takes place within the specific teaching conditions where they are ready to make decisions. Then

interactive classroom activities and tasks take place between the teacher and students. According to students' behaviors, teachers attempts to give feedback and manage the classroom.

In general, practicum the most active and interactive part of teacher education since it provides the opportunity to practice the theoretical knowledge in a real-life situation (Williams, 2009). Trent (2013) believes that pre-service teachers suspiciously feel insecure about teaching when encountering difficulties during the practicum. That is the reason why they think quitting before even starting as teachers' beliefs, attitudes and perceptions can play key roles in their decision of professional future.

### **3. Teachers' Perception in Teaching**

Choy, Wong, Goh, and Ling Low (2014) state that teachers tend to compare the former experience at school with their current situation. If the newly observed school does not match their already existing knowledge about the perfect school, then the teacher might feel overwhelmed or frustrated about the job. In an article of Choy, Wong, Goh, and Ling Low (2014), pre-service teachers have an opportunity to observe 5 week the primary and secondary schools as an assistant teacher starting from the second grade in Singapore. In this period, they are not allowed to teach but only to watch the class at the back of the classroom. This is an amazing concept and benefit for teachers to be able to observe the students and their behavior towards the teacher. In addition to this view, long observation can be challenging at some point but in my opinion and from my own experience, it could be accomplished successfully and effective for the sake of pre-service teachers. For instance, as student teachers from Turkey we apply micro-teachings in the third grade in our own classroom by presenting the lesson plans and materials to our own classmates. However, as mentioned above, that short period of observation in a real classroom environment at public school would make the process easier and comprehensible. Moreover, findings reveal from the article of Choy, Wong, Goh, and Ling Low (2014), pre-service teachers' perception into teaching a second language has been changed owing to the observation of the classroom. Their apprehension and stress about the job has been reduced since they could break the barrier between the prior experience and the perception of teaching. This leads to a healthy start of the profession without any hesitation on their mind as well as build a sustainable and ongoing vision of continuing teaching a language. As a result, there is a perception of teaching in every pre-service teacher's mind about the difficulty of the career. Thanks to the practicum and observation in

the real conditions, they can construct confidence and reliance on themselves without thinking to quit.

#### **4. Teachers' Language Proficiency**

Practicum requires a higher degree of language proficiency from second language teachers to create a flexible and adaptable learning environment for learners. If it is not proficient enough or improved after certain time, it can negatively affect students' development of the target language (Richards, Conway, Roskvist & Harvey, 2013). They also recommend that teachers of second language should advance the context and subject knowledge to supply the top-level learning. By giving example from the study of Richards, Conway, Roskvist and Harvey (2013), teachers from different branches of second language department from New Zealand have participated in this research. According to this research, teachers with a high level of language proficiency did not struggle with the flow of the lesson during the practicum. For instance, they could provide meaningful feedback with different variations when asked a question about the related topic. Furthermore, they constantly repeated it when given the instruction of the activity and double-checked if students had understood or not. Additionally, teachers gave them enough time to grasp the information to produce effective output in the class. On the other hand, there were teachers with a lower level of language proficiency who had struggled with providing efficient input for the students. Those teachers were constrained in providing a proper way of pronouncing newly learned words. They also applied the same old techniques in the activities as well as avoided providing meaningful statements about the subject when asked by learners.

It can be concluded that the teachers' language proficiency plays a vital role during the practicum. Language teachers should have a higher degree of proficiency level of pedagogy knowledge as well as implement them in different contexts for the students. Even if a teacher is proficient enough at the beginning of the teaching years, he or she might forget what has been received back in the college. I have personally witnessed second language teachers admitting that they can forget as years passes by. For this reason, I strongly believe that language teachers should receive a short-term practical program that enables teachers to make progress in their career. Thanks to these programs, they refresh their existing pedagogical knowledge about teaching.

On the other hand, language teacher programs vary in different parts of the world as well as having some issues and problems encountered during the teaching period (Leavitt, 1991). This chapter will provide language teacher education from some well developed countries such as Finland, Japan, USA, Sweden, UK, Korea, and Norway.

## **5. Language Teacher Education in Various Contexts**

### **5.1. Finland**

Language teacher education has advanced in terms of technology, the change of approaches, practice, and social policy across the world. As providing examples from Australia, China, India, and South Africa, teacher education policies have been stronger and there has been a strengthened division between the lectures and practicum (Jenset, Klette & Hammerness, 2018). However, they support the idea of putting effort into practice more since theory is not sufficient for student-teachers. To give an example from Finland, there is a harsh selection of student applicants that only 15 percent of them are accepted (Kansanen, 2003). For this reason, becoming a teacher is considered one of the most qualified professions in this country. Teachers are required to train as self-developed individuals who attempt to catch up on the latest research on education as well as produce solutions and implement them in their teaching classrooms (Tryggvason, 2009). Because of the wide range of society, student teachers are responsible for learning how to cope with students who have different background knowledge, culture, value, and religion. Moreover, Kansanen (2003) demonstrates student teachers should develop both pedagogical knowledge and personal thinking since the Finnish system aims to achieve teachers' self-development with pedagogy to solve problems by themselves if encountered throughout the profession. In addition to this point, Kansanen (2003) and Tryggvason (2009) draw attention to the research-based approach that is integrated to all programs and student teachers must take within the course. The purpose of this system is to prepare candidates as professionally and pedagogically developed individuals who can make educational conclusions on each issue. Thanks to the harsh system implemented, students can learn how to act to each situation when they started their job by researching through the research-based education.

However, there is ongoing debate between researchers that the Finnish educators at universities have the same and an unchanged material and do not implement while they are training future teacher at Education Faculty. Student teachers are provided with only narratives and descriptions that do

not match with the goal of program as well as the requirements student teachers must accomplish (Tryggvason, 2009). According to Tryggvason (2009), language teacher education should start from the point where knowledge has originally been received and explained the argument as “so long as teacher educators advocate innovative practices that they do not model, illustrate, and read as text in their own teacher education classrooms, teacher education reform will continue to elude us” (p. 372). As a result of the research, there is a fluctuating barrier between student teachers’ education and the educators’ way of teaching at the university.

## **5.2. Japan**

Language learning is an incessant process that needs to be persistent without any hesitation and breaks since it automatically comes to a halt and takes time to refresh again. Especially, in foreign countries like Japan where English is not a mother tongue can be challenging to learn and teach what you have learnt. To teach English as a second language, Japanese students are required to obtain 4-year bachelor’s degree and during this period 2 weeks of teaching practice is compulsory at local schools (Watanabe, 2016). Moreover, Watanabe (2016) discovers that Japanese student teacher receive theoretical knowledge as well as lack of communicative competence during the training. He also draws attention to the point where teaching practice that is extremely short amount of time spent during 4-year. Student teachers are complainant to this regulation in this country since they cannot receive enough teaching practice and exposure to the classroom experience. They also feel that they do not teach English to students but more transferring their memorized knowledge to them in English.

Except the issues mentioned above, it can be easily observed from the work of Watanabe (2016) that there are more issues related to the language teacher education in Japan. One of the results from the collected data that Japanese language teacher have encountered the difficult use of materials that are mandatory to use in the classrooms. They report that even though they had difficulties to apply GTM method in their classroom due to the lack of experience, they had to translate the long reading passages to the students.

For this reason, Thompson (2020) comes with an idea of exchanging programs to make Japanese language teachers more confident and enhance their communicative teaching methodology. The program is called JET and created in 1987 with the aid of Ministry of Education in Japan (Thompson, 2020). Japanese system has created this program to help teachers to over-

come interactional problems in English as well as gain teaching experience with the professional and native speaker teachers of English language. This experience provide them an opportunity to expand their pedagogical knowledge and distinct types of teaching methods in an English-speaking environment. Thompson (2020) adds the fact that this experience has altered Japanese Grammar Translation method into Communicative Language Teaching to change the prospective of teaching.

It can be concluded that Japanese language education system attempts to train teacher with the developed exchange programs. Thanks to these programs, Japanese teachers can feel more communicatively confident and perceive their teaching achievable in any context and knowledge. After completing the program, Japanese teachers' perspective has changed into communicative methodologies. They put a great amount of effort into speaking skills by encouraging students to feel confident and become English speakers. They are automatically changed from transferring memorized knowledge into creating an English-speaking environment where interactions take place spontaneously and naturally. It is a great idea to be able to participate and experience in the country where English is the mother tongue. Teachers develop existing and memorized knowledge by observing real-life conditions of the target language. Furthermore, it would be perfect if all second language teachers whose acquired language is not a mother tongue have the opportunity to attend such courses once a year or two to explore the cultures and traditions of the language. They change perspectives of old teaching into new productive ways of teaching since the methodology and approaches have been changing recently. Thanks to these courses, teachers can be more aware of the latest research and feel updated.

### **5.3. USA**

The United States of America is an English-speaking and mixed country of different ethnicities and nationalities. For this reason, the USA language teacher education system aims to train individuals to be interculturally aware of the different nations (Ries, 2016). Therefore, the curriculum of the four-year teacher education program focuses on different types of sections that are theories, approaches, technology, pedagogy, and exclusive population that is different than the other countries. Since the country has a vast amount of population and different backgrounds, the priority is put into gaining an awareness of different cultures and ensuring equality across the cultures. According to Ries (2016), student teachers once accepted into teaching program, they are educated with pedagogical skills of teacher education.

After completing the two years, they apply for the acceptance of teacher training at Faculty of Education. During the last two years, student teachers complete the courses and join observation classes. In the last semester, they must accomplish practicum in order to go in an examination made mandatory by the state. Student teachers are complaining about the subjects being taught that are too theoretical and boring (Hammond, 2010). There has been advanced programs for language teachers to provide an engaging and active environment for students in classrooms. Thanks to these programs, they evaluate the current techniques, curriculum, approaches, as well as interactive use of technology. If teachers are not satisfied with the current situation, they have the power to change from the bottom and implement the new learnt information about the classroom management, analyzing, creating and so on.

As given example from the article of Hammond (2010), the teacher education system of the United States is implemented harshly in terms of certification programs required to pass since teachers' education is not regarded as effective and enough. Teachers' self-efficacy and knowledge about teaching have been aimed to develop to a higher degree while they are receiving education (Hammond, 2010). For this reason, the USA is stable about implementing a mandatory program for teachers to advance the new applications and approaches.

Language teacher education is an essential branch in the education system that teaches students the difference between two cultures and traditions. Students learn languages to explore the shared norms and customs. Teacher education differs in each country in terms of the pedagogic factors and methodologies.

#### **5.4. South Korea**

English language teacher education is considered as hard and underdeveloped in South Korea. For this reason, English language teachers have some troubles doing their practicum at schools (Moodie and Nam, 2016). According to the research of Moodie and Nam (2016), teacher education reforms should start from the Faculties of Education since experienced teachers fail developing students' knowledge of English language. They report that teachers must follow the Communicative Language Learning approach, effective use of authentic materials, provision of participation of all students in classroom, as well as teach students with fluent English proficiency during the practicum. However, it has been detected during the ob-

servation that they could not apply any of them in their classes. They utilized the Grammar Translation method while presenting new topics as well as vocabulary. In addition to this, teachers focused on teacher-centered approach more than student-centered. Observant educators are not satisfied with the situation and wants educational reforms that needs to be altered.

Moreover, Moodie and Nam (2016) draws attention to the point that cooperative teaching programs have been developed years ago. This program is specifically designed for the English language teachers to exchange the pedagogic knowledge with native speakers. Native teachers are instructed to teach how to use the target language communicatively in group activities of large classroom size. They also taught how to select, design, implement, and alter the remaining classroom books and how to find and prepare more productive use of authentic materials and worksheets.

There is another program called In-Service English Teacher Training has been criticized in an article by Moodie and Nam (2016). This is the most qualified and high budget program costs approximately \$11,500 USD for each teacher participant. Although it is considered the best program in Korea, it consists of harsh criticism made by researchers about the implementation process. Participant teachers reported after completing the practicum abroad that educators were not qualified enough as they anticipated, used unnecessary coursebook applications and the curriculum does not have balanced objectives. The INSET programs are only good at enhancing language teachers' communicative skills regarding motivation to use it effectively.

In conclusion, Korea has put a vast amount of emphasis on developing different types of programs mentioned above to foster the teaching of a foreign language in the country. It can be inferred that some of them are useful for English language teachers to improve their teaching methodology in the native country where English is the mother tongue. Because of the use of the Korean language in Korea, language teachers benefit from the opportunity to explore the cultures and traditions of the language they are teaching in their countries. They can obtain culture-related information by observing the real conditions of the spoken language. They will be more knowledgeable about the culture even if it is a short amount of time. After completing the program, they can transfer what has been obtained in that country and bring the same atmosphere into the classroom with great honor. Moreover, their pronunciation and fluency of English language enhance automatically, and this automaticity can affect students' pronunciation by observing and repeating their teacher.

### 5.5. Norway

English is the most popular and preferred language in Norway and aimed to teach starting from the primary schools. However, Raade (2023) reveals the truth about the lack of English language teacher in primary schools and it has been a major issue in the country. Reference to Munden and Myhre (2020, as cited in Raade, 2023) suggest that English teacher should utilize the target language from the beginning of the school. If they comply to the rule of using English effectively, they can achieve their intended goal. They also recommend that teachers need to be able to use language communicatively without any hesitation in making errors during the classroom. Learners should not feel the fear of teachers hesitating when they ask related questions.

Moreover, it has been observed in research by Raade (2023) English language teachers in Norway have an anxiety of feeling insufficient to the upper-intermediate students and all participants admitted having restricted language proficiency towards them. On the other hand, they prepare flawless lesson plans and authentic materials for them to overcome this problem. They experienced that well-prepared lesson plans prevent student intervention during the classroom. However, they report that while they are preparing materials and lesson plans, they are repeating and memorizing what to say and responding to overcome real interaction with the students. This means that they have doubts about the speaking and listening of the target language. Moreover, Raade (2023) reveals more examples from the real classroom experience of English teachers that they do not pronounce the words instead open the Google translation tool to correct the words. Also, Anna, Bree and Cara refuse to implement student- student or student-teacher speaking activities because of the lack of confidence speaking fluently. Furthermore, they use a student-centered approach during the classroom to avoid teacher-student interaction.

It is obvious from the experience of Norwegian English teachers' that they have low self-esteem about the teaching a language. This leads to the deficiency of the active and communicative usage of language during the class. Under these conditions, students cannot process and improve their communicative skills. Because of the avoidance of teachers' spontaneous interactions in the class, students do not level up the English language. This situation stems from the teacher education received at the Faculty of Education. There is inconsistency between the practicum experience of language teachers and the pedagogical knowledge provided at university. There

should be some sort of reforms to solve this inconsistency before causing any problems.

## **6. Reflection and Teaching**

Teacher reflection is a crucial element in the teaching procedure since it holds the development of curriculum, materials, classroom, and learners, as well as teachers' self-development (Armutcu and Yaman, 2010). With the help of the reflection part, language teachers contribute to the achievement of the school. According to the Armutcu and Yaman (2010), pre-service teachers in Turkey conducted that reflection makes the practicum process easier day by day. They also found that feedback from students is an essential part of reflection. Moreover, they confirm that after each class teachers reflect on their own teaching right away in their minds, however; do not transfer to the plans. Furthermore, some of them found it difficult reflecting while the action is occurring at the same time. After that they can imagine what had happened in the classroom and transfer to the lesson plan.

As a main part of practicum, candidate should practice on reflection on their own teaching. First, evaluating learners and classroom is the initial part of the reflection. Teachers should be active observers in the classroom by observing students' behavior and responses, and the teacher can make some alterations in the next lesson. Finally, self-reflection is an unavoidable part that needs to be taken into consideration. Being able to analyze your own teaching, teachers can guess what to do next or not to do.

## **GLOBALLY**

There are distinct types of practicum experiences all over the world. Some has weaknesses and others have strengths of experiencing the profession. It aids language teachers face reality out of the memorized knowledge. Classroom is the place where pre-service teachers enter for the first time and realize that obtained knowledge has not been implemented in real life. Thanks to the practicum provided by the state, student teachers experience the fun and hard parts of teaching a second language. When it comes to the fun part, they enjoy being a teacher and are appreciated by the students. On the other hand, it can sometimes be challenging and hard for some teachers to continue their career. For this reason, practicum is important and mandatory for teachers to observe the classroom. In conclusion, the importance of the practicum has been provided in detail from different countries. Some countries are not satisfied with the result of the language teacher's performance in the classroom. They consider changing the concept and education

deeply at the Faculty of Education. Additionally, teachers' language proficiency and perceptions of teaching a second language have different perspectives in each country. Some of them are not willing to develop their teaching methodology or take action to create it. In addition to this opinion, classroom management and reflection of the teacher are the best parts that need to be learned to a higher degree since teachers encounter these parts while they are experiencing during the practicum.

## **CHAPTER 3**

### **LANGUAGE TEACHER EDUCATION CONTENT IN INTERNATIONAL CONTEXTS:**

#### **A Comparative Perspective**

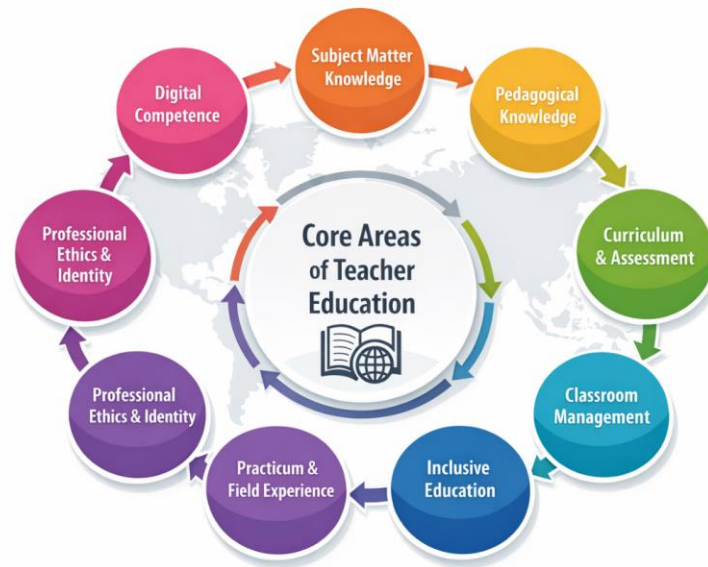
This chapter examines teacher education and, as an integral component of it, language teacher education, with a particular focus on the content of teacher education programs and how this content prepares prospective teachers for their future profession. Language teacher education does not function independently from general teacher education; rather, it is embedded within it and shaped by broader educational philosophies, policies, and institutional structures. Understanding what prospective teachers receive in terms of disciplinary knowledge, pedagogical training, and practical experience is essential for evaluating the effectiveness of teacher education programs and for identifying areas in need of improvement. The chapter will provide language teacher education content from some well developed countries.

#### **1. Introduction**

Language teacher education content reflects both shared global priorities and country-specific educational traditions. While most systems aim to equip prospective teachers with subject-matter knowledge, pedagogical competence, and practical teaching skills, the emphasis placed on each component varies according to policy orientations, cultural values, and historical developments. This section examines the content of language teacher education programs in the United Kingdom, the United States, Finland, Norway, Japan, and South Korea, highlighting core courses and comparing how these systems conceptualize teacher preparation.

#### **2. Core Areas of Teacher Education**

Teacher education is a multidimensional process that aims to prepare prospective teachers with the knowledge, skills, dispositions, and



**Figure 1.** Figure created by the author using an AI image-generation tool based on established teacher education literature.

professional competencies required for effective teaching. Across international contexts, teacher education programmes are generally structured around several core areas that together form the foundation of professional teacher preparation. These areas are interrelated and collectively support the development of reflective, competent, and ethically responsible educators. The figure illustrates the core areas of teacher education and the dynamic relationships among them. At the center, Professional Teacher Competence represents the ultimate outcome of teacher education, emerging from the integration of multiple interrelated domains. Surrounding this core are key areas such as subject matter knowledge, language pedagogy and methodology, curriculum studies, assessment and evaluation, classroom management, inclusive education, and practicum and reflective practice. The circular and interconnected design emphasizes that these components do not function in isolation; rather, effective teacher preparation depends on their continuous interaction. The figure highlights teacher education as a holistic and

developmental process in which theoretical knowledge, practical experience, and reflective engagement collectively contribute to teachers' professional growth and classroom effectiveness.

### **2.1. Subject Matter Knowledge**

Subject matter knowledge refers to teachers' deep and accurate understanding of the discipline they teach. In language teacher education, this includes knowledge of linguistics, phonology, morphology, syntax, semantics, pragmatics, and discourse, as well as high levels of language proficiency. Strong subject matter knowledge enables teachers to present content clearly, respond to learners' questions, and select appropriate instructional materials. This area forms the intellectual foundation upon which all pedagogical decisions are built.

### **2.2. Pedagogical Knowledge**

Pedagogical knowledge encompasses general principles of teaching and learning that apply across subjects. This area includes learning theories, instructional strategies, classroom organization, motivation, and learner development. In teacher education, pedagogical knowledge supports teachers' ability to plan lessons, manage classrooms, and facilitate learning effectively. It provides the theoretical basis for understanding how students learn and how teaching practices can support that learning.

### **2.3. Pedagogical Content Knowledge**

Pedagogical Content Knowledge integrates subject matter knowledge with pedagogy, focusing on how specific content is best taught and learned. In language education, PCK includes strategies for teaching grammar, vocabulary, skills, and pronunciation in ways that are meaningful and accessible to learners. This area highlights teachers' ability to transform disciplinary knowledge into instructional practices that address learners' needs, misconceptions, and proficiency levels.

### **2.4. Curriculum Knowledge and Curriculum Studies**

Curriculum knowledge involves understanding national and institutional curricula, learning standards, and policy frameworks that guide teaching. Teacher education programmes address curriculum design, syllabus development, and alignment between objectives, instruction, and assessment.

This area enables teachers to interpret, adapt, and implement curricula responsibly while responding to local classroom realities.

### **2.5. Assessment and Evaluation**

Assessment and evaluation focus on measuring and supporting student learning. This area includes formative and summative assessment, feedback practices, test design, alternative assessment methods, and evaluation of learning outcomes. Teacher education emphasizes assessment literacy to ensure that teachers can make valid, fair, and ethical decisions about student progress and achievement.

### **2.6. Classroom Management and Learning Environment**

This area addresses the creation and maintenance of effective learning environments. It includes managing classroom interaction, organizing instructional activities, establishing routines, and fostering positive teacher–student relationships. In language classrooms, classroom management is closely linked to communicative interaction, group work, and learner engagement.

### **2.7. Inclusive Education and Learner Diversity**

Inclusive education focuses on addressing the diverse needs of learners, including students with special educational needs, language learning difficulties, and varied cultural and linguistic backgrounds. Teacher education programmes emphasize differentiation, equity, accessibility, and inclusive teaching practices to ensure equal learning opportunities for all students.

### **2.8. Practicum and Field Experience Inclusive Education and Learner Diversity**

Practicum constitutes the experiential component of teacher education, where prospective teachers apply theoretical knowledge in real classroom settings. This area includes teaching practice, observation, mentoring, and reflective activities. Practicum experiences support professional identity development and bridge the gap between theory and practice.

### **2.9. Professional Ethics and Teacher Identity**

This area addresses teachers' professional responsibilities, ethical conduct, and identity formation. It includes topics such as teacher roles,

collaboration, professional standards, and commitment to lifelong learning. Teacher education aims to cultivate reflective practitioners who continuously develop their professional competencies.

### **2.10. Digital Competence and Educational Technology**

Digital competence has become an essential area of teacher education, particularly in the 21st century. This area includes the use of educational technologies, digital resources, online learning environments, and technology-enhanced assessment. Teacher education programmes prepare teachers to integrate technology pedagogically and responsibly into teaching.

## **3. Language Teacher Education Content Across Countries**

### **3.1. Language Teacher Education Content in the United Kingdom**

In the United Kingdom, language teacher education is largely practice-oriented and closely aligned with school-based training models. Programs such as the Postgraduate Certificate in Education (PGCE) combine university coursework with extensive practicum placements. Core content areas typically include:

- **language pedagogy,**
- **curriculum studies,**
- **assessment and evaluation,**
- **classroom management,**
- **inclusive education.**
- **Language Teaching Methodology**

Focus on communicative language teaching, task-based learning, and lesson planning aligned with the national curriculum.

- **Curriculum Studies in Modern Foreign Languages (MFL)**

Exploration of curriculum design, learning outcomes, and progression in language learning.

- **Assessment and Feedback in Language Education**

Training in formative and summative assessment, exam preparation, and feedback strategies.

- **Classroom Management and Behaviour for Learning**

Practical strategies for managing diverse classrooms.

- **Special Educational Needs (SEN) and Inclusive Practices**

Supporting learners with learning difficulties, including dyslexia and multilingual learners.

- **Professional Practice and School Placement**

Extended practicum with mentor-supported teaching, lesson observation, and reflective journaling.

Courses on special educational needs (SEN) and English as an Additional Language (EAL) are particularly prominent, reflecting the UK's multilingual and multicultural school population.

Language proficiency development is generally assumed to be well-established prior to entry into teacher education programs; therefore, the focus shifts toward methodology, lesson planning, reflective practice, and professional standards set by national bodies. Compared to other systems, the UK places stronger emphasis on mentored teaching practice, with less emphasis on research methodology at the pre-service level.

Compared to Nordic systems, UK programs include fewer research-oriented courses, but offer intensive practicum experiences

### **1.1. Courses in Language Teacher Education :United States**

Language teacher education programs in the United States are typically embedded within Bachelor's or Master's degrees in TESOL or Foreign Language Education. Common courses include:

- Second Language Acquisition (SLA) Theoretical foundations of language learning processes.
- Methods of Teaching ESL/EFL or Foreign Languages Instructional strategies, materials development, and skills-based teaching.
- Educational Psychology Cognitive, social, and emotional dimensions of learning.
- Assessment and Evaluation in Language Education Test design, performance assessment, and standards-based evaluation.
- Multicultural and Culturally Responsive Teaching Addressing learner diversity, equity, and inclusion.

- Technology-Enhanced Language Learning Digital tools, online platforms, and blended learning.
- Teaching Practicum / Student Teaching Supervised teaching experience, typically one semester in duration.
- Compared to the UK, U.S. programs include stronger theoretical grounding, while practicum duration is often shorter and institution-dependent.

### **1.2. Courses in Language Teacher Education: Norway**

Norwegian language teacher education follows a research-informed and values-oriented model, typically offered at the Master's level. Core courses include:

- Language Pedagogy and Didactics Teaching approaches, classroom interaction, and learner engagement.
- Assessment for Learning Emphasis on formative assessment and feedback.
- Multilingualism and Intercultural Education Supporting linguistic diversity and cultural awareness.
- Educational Research Methods Qualitative and quantitative research design, classroom inquiry.
- Digital Competence in Education Use of technology to support language learning.
- Ethics and Professional Responsibility Democratic values, inclusion, and teacher identity.
- Integrated Teaching Practice (Practicum) Progressive school placements linked directly to coursework.

Compared to exam-oriented systems, Norwegian programs emphasize reflection, ethics, and autonomy.

### **1.3. Courses in Language Teacher Education: Japan**

Language teacher education in Japan traditionally prioritizes subject knowledge and exam preparation, though recent reforms have expanded pedagogical content. Common courses include:

- English Linguistics and Grammar In-depth study of syntax, morphology, and semantics.
- Reading and Writing Instruction Text-based instruction aligned with entrance examinations.
- General Pedagogy and Educational Psychology Foundational teaching principles.
- English Teaching Methods Introduction to communicative approaches and classroom techniques.
- Moral and Character Education Emphasis on values, discipline, and social harmony.
- Teaching Practicum Short-term school placement, usually lasting a few weeks.

Compared to Nordic and U.S. models, Japanese programs provide limited practicum duration and less emphasis on reflective inquiry.

#### **1.4. Courses in Language Teacher Education: South Korea**

South Korean language teacher education combines academic rigor with increasing attention to pedagogical innovation. Typical courses include:

- English Linguistics and Phonetics Advanced language structure and pronunciation training.
- Second Language Acquisition Language learning theories and instructional implications.
- English Teaching Methodologies Communicative and task-based teaching approaches.
- Assessment and Testing Exam design, high-stakes testing, and performance evaluation.
- Educational Technology in Language Teaching Digital platforms, AI-supported tools, and multimedia use.
- Classroom Management and Teaching Skills Practical strategies for efficiency and control.
- Teaching Practicum School-based teaching experience, often limited in duration.

Compared to Japan, South Korea integrates more SLA theory and technology, though practicum remains less extensive than in Nordic contexts.

Across these systems, language teacher education typically includes:

- Core pedagogical courses (methods, assessment, classroom management)
- Subject-matter courses (linguistics, grammar, language skills)
- Practicum experiences (varying significantly in duration and depth)

### **1.5. Language Teacher Education Content :Turkey**

Institutional Framework:

Provided in Faculty of Education, typically in English Language Teaching (ELT) or Foreign Language Teaching departments.

Duration: 4 years undergraduate program (B.A.), often followed by M.A. programs for specialization.

Candidates must complete courses, practice teaching, and a teaching practicum.

Core Areas and Courses

- **Language proficiency**

Reading

Writing

Grammar

- **Language Teaching and Methodology:**

Integration of technology in language teaching.

- **Language Pedagogy:**

Second language acquisition theories, learning psychology, language skills development.

Linguistics

Focus on understanding learner needs and differentiating instruction.

- **Assessment and Evaluation:**

Designing formative and summative assessments.

Testing reading, writing, speaking, and listening skills.

Classroom-based assessment techniques.

• **Classroom Management:**

Strategies for maintaining discipline and motivating learners.

Managing large classes in Turkish schools and supporting active learning.

• **Inclusive Education:**

Differentiation for students with diverse abilities, neurodiverse learners, and multicultural classrooms.

Awareness of educational policies for disadvantaged groups.

• **Teaching Practicum:**

School-based practice in primary and secondary schools.

Reflection journals, observation of experienced teachers, micro-teaching sessions

However, Nordic countries prioritize research literacy and reflective practice, Anglo-American systems emphasize pedagogy and diversity, while East Asian systems focus on content mastery and examination alignment. These differences highlight how language teacher education curricula reflect broader educational philosophies and societal expectations. Below table reflects each country’s language teacher education with plus and mines

**Table 1 . Weakness and Strong points of Each Programme**

<b>Counries</b>	<b>Strengths</b>	<b>Weaknesses</b>
Türkiye	<ul style="list-style-type: none"> <li>-Balanced curriculum: linguistics, pedagogy, practicum.</li> <li>- Focus on inclusive education and digital tools.</li> <li>- Integration of national curriculum in teacher preparation</li> </ul>	<ul style="list-style-type: none"> <li>Practicum duration is relatively short and limited in scope.</li> <li>- Limited focus on reflective and research-based teaching.</li> <li>- Language proficiency and communicative competence may vary across teacher candidate</li> </ul>
United Kingdom	<ul style="list-style-type: none"> <li>- Strong emphasis on communicative and task-based teaching.</li> <li>- Extended, mentored PGCE practicum ensures classroom readiness.</li> <li>- Focus on diversity, inclusive teaching, and reflective practice.</li> </ul>	<ul style="list-style-type: none"> <li>High reliance on standardized national curriculum limits flexibility.</li> <li>- Can be overly prescriptive, leaving less room for local adaptation.</li> <li>- Limited research integration at undergraduate level</li> </ul>

United States	<ul style="list-style-type: none"> <li>-Research-based pedagogy integrated with practice.</li> <li>- Strong focus on multiculturalism, equity, and inclusion.</li> <li>- Diverse practicum settings- provide exposure to real classroom diversity.</li> </ul>	<ul style="list-style-type: none"> <li>- Research-based pedagogy integrated with practice.</li> <li>- Strong focus on multiculturalism provide exposure to real classroom, equity, and inclusion.</li> <li>- Diverse practicum settings</li> </ul>
Finland	<ul style="list-style-type: none"> <li>- Research-oriented and reflective teacher education.</li> <li>- Long, high-quality practicum builds strong professional identity.</li> <li>- Teacher education treated as highly prestigious and selective.</li> <li>- Close integration of theory and practice</li> </ul>	<ul style="list-style-type: none"> <li>Highly selective admission can limit diversity of teachers.</li> <li>- Focused on general education; less emphasis on rapid language skill acquisition for foreign language teachers.</li> <li>- Can be difficult to replicate in countries with larger population</li> </ul>
Norway	<ul style="list-style-type: none"> <li>Strong pedagogical content knowledge combined with inclusive education.</li> <li>- Emphasis on reflective teaching and adaptation to diverse learners.</li> <li>- Integration of digital tools and ICT in teaching</li> </ul>	<ul style="list-style-type: none"> <li>Limited attention to language teaching methodology specifically for English.</li> <li>- Shorter practicum compared to Finland may reduce readiness.</li> <li>- Heavy reliance on theoretical knowledge may reduce practical adaptability.</li> </ul>
Japan	<ul style="list-style-type: none"> <li>-Emphasis on language proficiency and structured curricula.</li> <li>- Strong focus on grammar, translation, and exam preparation.</li> <li>- Well-defined teaching standards and centralized curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>-Practicum very short and mostly observational.</li> <li>- Limited focus on communicative competence and reflective practice.</li> <li>- Less emphasis on inclusive education and diverse learning needs.</li> </ul>
South Korea	<ul style="list-style-type: none"> <li>Strong language proficiency focus.</li> <li>- Rigorous teacher training and national curriculum alignment.</li> <li>- Emerging focus on constructivist approaches and reflective teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Practicum is short and intensive; limited real-life classroom exposure.</li> <li>- Exam-oriented system may hinder communicative and holistic teaching.</li> <li>- Less emphasis on pedagogical innovation and differentiated instruction.</li> </ul>

This comparative overview highlights both the commonalities and differences in teacher education and language teacher training across selected countries. While all systems emphasize foundational pedagogical knowledge, language teaching methodology, curriculum studies, assessment,

classroom management, and inclusive education, variations exist in course structure, depth, and practical experience. For example, Finland and Norway prioritize research-based, reflective, and practice-integrated approaches, whereas Japan and South Korea emphasize structured curricula and examination-oriented training. The United States and the United Kingdom provide a balance of theory and practice but with differences in certification processes and classroom placements. Understanding these strengths and weaknesses offers insights for policy makers, educators, and curriculum designers seeking to improve teacher preparation programs and align them with the evolving needs of learners in diverse contexts.

## **CHAPTER 4**

### **APPROACHES TO TEACHER EDUCATION**

This chapter will focus on teacher education and foreign language teacher education. Additionally, it will provide the approaches and methods about how teachers are trained and the development of these theories over the time. Mainly the three models used in teacher education will be introduced and discussed: the craft model, the applied science model, and the reflective model.

#### **1. Introduction**

Education is not stable, it is an ongoing process and indispensable means for human beings. It starts from birth and continues up to the end of one's life. Although we receive informal education through our families and environment we are born, the formal education is fundamental for societal life and for surviving after certain period of our lives. When it comes to education of teachers it becomes the primary concerns of the governments and states as teacher education plays a critical role in any society therefore how they are trained and which approaches are to be followed is closely related to the role the teacher plays in the country's workforce. Teacher education witnessed various approaches and all of these approaches aim to furnish teachers with necessary knowledge and skills of how to implement this knowledge.

There are different theories and opinions about what makes quality education and what specifications teachers need to acquire to teach. Chapter 2 gave the details of the content of language teacher education, therefore this chapter won't rewrite the content once again however how this content is delivered matters at the utmost level. Widdowson made a distinction between traditional teacher training and today's teacher education and he proposed a formation to cover the functions of both terms. To him, teacher training is based more on practical aspects of teaching practice, for example predicting what might happen during the class and what might be the solutions are the core of such training while the latter one is more problem-based and "refers

to a broader intellectual of theoretical principles underlying particular practices”, (Widdowson, 1997; p:121). To Widdowson, the term formation is a broader concept that covers both teacher training and teacher education and the three types of teacher education are applied in pre-service education to prepare them for the profession, (Widdowson, 1997). Once the type of training, education or formation or whatsoever is defined the main issue is how these concepts will be applied and how the content will be transmitted to teacher for their “in-service development”, (Widdowson, 1997; p:121) as to Widdowson it is worthwhile to reconize that teaching is not automatic outcome as learning does not mean teaching and it is not that simple. The way how to approach teacher is the same as how to approach students by engaging them actively in what they are learning in terms of teacher qualifications. So here, we can see the focus is no longer on how to teach the learner but more of how to teach teachers as students, teaching in that way shifts to pedagogical education of teacher. According to Widdowson (1997) another concern arise as of how to convey the pedagogical education to teachers to be experts in their field this transformation urged who is going to teach these teachers. Initially, prospective teachers were provided with guidance and this guidance enriched with the findings of educational psychology and since then as mentioned in the content of teacher education in Chapter 1, psychology has been indispensable part of education and language education as without comprehending the psychological factors affecting human beings under certain conditions teaching and language teaching in particular, cannot happen because we do not only learn with our brain but emotions and feelings can play crucial roles and these feelings may block the learners, so through that way the teacher will understand the factors that the learner will bring to the class and the effect of them during the teaching. To Widdowson (1997), making the teacher aware of the conditions does not make them effective teachers and to him the main problem here is knowing and applying are two different terms and this should be taken into consideration.

All these attempts are to improve teaching and furnish teachers with effective sharpened skills; find more effective techniques and how teaching and language teaching can be taught. In teacher education and language teacher education, various methods, perspectives, approaches and ways emerged over time to perform this mission. Each new approach based on the demands of the society and to complete the deficiency of the previous one. Later it was realized that classrooms are not stable and each case happened in the classroom cannot have a concrete, clear cut answer as each learning and teaching contexts is unique and dynamic and may not be the repetition of the previous one.

Regarding the demand of the technological era and considering that classroom is a dynamic place, scholars, educators and language teacher professionals considered that instead of using a single method using flexible method which is called eclectic approach which is a combination of more than one method and method. Each approach emerged to equip teacher better and each has a base in a theory, that is, 'an approach describes the theory or philosophy underlying how language should be taught', (Richards and Rogers, 1986, cited in Tefl, n.d.) So there is always an underlying theory behind an approach.

## ***2. Approaches in foreign language teacher education***

Since there are multiple models in the literature, the issue of which method will serve best to educate teachers is still in the centre of debate among the scholars and teacher educators. The methods and approaches are developed to serve best to educate teachers to prepare them for teaching practice.

A way of applying the approach is known as method in the area of foreign language teaching. To identify the best approach to teach a language does not only depend on the prodigiousness of the approach but also to the class environment, the traits of learners and some others variants. Approaches always reflect the traces of connected theory and the preference of the approach is mainly stem from local and global needs and the effort to achieve the best. In teacher education we can observe the changes in terms of mode of delivery of the theories and approaches "from technical rationality to reflectivity, with its emphasis on the application of pre-set scientific theories and techniques, the technical-rational approach is nowadays under attack and is giving way to the reflective approach" (Fantu, 2014; p:27).

In the book published in 1991, Michael Wallace classified three models in teacher education

The craft model, the applied science model, and the reflective model. Each model identifies the characteristics that teacher should develop during the training. There are models in teacher education but this chapter will only focus Wallace's three models mentioned above.

### **2.1. Craft Model**

In this model there is a master or an experienced and qualified professional practitioner (Wallace, 1991) and the student teachers learn from their

master teacher. This model has root in Behaviourism which is a theory of human learning but mainly based on observe-learn-act approach where mental process of learning is completely disregarded and the focus is on observable behaviours and reinforcement. To Ur (1996), Craft model considers teaching as an act of profession. On the other hand Mitchell et al. (2013), make connection between the model and behaviouristic approach; “learning, in behaviourism is considered as the formation of habits that causes of stimulus -response to practice the action of learning. To this theory the human mind is a tabula rasa which is empty slate and the teacher or master fills this empty slate in the way he/she preferred. In this model the teacher is the transformer of knowledge and the only source of knowledge who can teach and learner can learn from. Learning in this model is mainly based on observable behaviours of the experienced teacher or master teacher and imitation of the these action by the learners.” (p:28). Similarly, Nunan (2007) also considers the English language teaching to be mainly competency -based and this has developed within a behavioural model. Based on this classical micro teaching and competenc-based approaches in teacher education it can be said that as a part of craft model, in both approaches the trainees act upon under given circumstances. Kaya (2016) describes both micro teaching and competency-based instruction withinn behavioural paradigm too.

*“In micro teaching, re-service or in -service teachers are asked to imitate sample models of target behaviours. Compo-tency-based teacher education is an objectives-driven approach which provides teachers with aims which are stated as obser-vable behaviours. In both conditions the in-service teachers are regareded as passive recipients; and the teacher educators are the ultimate role models porviding models of action and beha-viour. The aim in model-based teacher education is not to influ-ence mental skills or cognition, but only to shape or change be-haviour. This brings about the inherent transfer problems as each context is different, it is impossible for the student teachers to replicate what they have observed. Model-based training may give student teachers temporary self-confidence, but they will realize that the techniques do not work in every context, and contextual and cognitive traits are ignored. The craft model of the master teacher could be dated and inappropriate for the current teaching teaching setting.” (p:46).*

To Kaya (2016), craft model disregards the ‘freedom of self-planning or evaluation’ (p:47).

Kaya (2016) maintains that even today, in the 21st century, most of the methods used in teacher training are still inspired by the Behaviouristic theory; the imposed input sessions, the prescriptive guidelines prepared for the pre-service teachers, the feedback given to the pre-service teachers to develop the intended behaviour in trainees are all the traces of Behaviourism.

To Bataineh & Tasnimi (2014), competency-based model which is classified under craft model teaching is in fact traced back to the studies of John Dewey in the 1900’s. “Competency-based education can be traced back to the philosophy of experimentalism and to the work of John Dewey in the early 1900’s. Its antecedents include vocational education and progressive education (Flowers 1990; Stoffle & Pryor 1980; cited in Bataineh & Tasmini, 2014; p:1).

There has been controversial debate over the craft model as this model based on the concept of modeling of an experienced master teacher and is considered to be conservative because of this, (Fantu, 2014). To Fantu, these approaches are the objective movement, competency-based education and the standards movement. To Bataineh and Tasmini (2014), competency-based education, which is also considered as a part of craft model, specify observable behaviours the standards movement and not input but output is given priority and this is why performance is defined by objectives that the learners need to achieve not what teacher needs to do.

To Wallace, this model gave recognition to the element of experiential knowledge (Wallace, 1991) and still it used in some countries (Ur, 1996). The deficit and shortages of the craft model in teacher education gave birth to another model which is the Applied Science Model.

## **2.2. The Applied Science Model**

This model simply involves trainee teachers to employ the findings of the theories in their classrooms. Wallace named the model as the applied science model but it is also called the ‘technical-rational model’ (Fantu, 2014). In this model the trainees study the theoretical aspects of the subjects and upon studying the relevant topics they build an appropriate way of teaching these topics

In the applied science model, the trainees study theoretical courses in applied linguistics and other related subjects, which are then, through the construction of an appropriate methodology, applied to classroom practice (Ur, 1996; cited in Fantu, 2014; p:27). This model, brought into the scene as a result of the criticisms of the craft model, derives its authority from the achievements of empirical science (Wallace, 1991). "The findings of scientific knowledge and experimentation are conveyed to the trainee by those who are experts in the relevant areas" (Wallace, 1991:9, cited in Fantu . It is therefore the responsibility of the trainees to put the conclusions drawn from the various theoretical courses into practice by the time they come to actual teaching.' Wallace (1991:9; cited in Fantu, 2014; p:27).

To Applied Science Model, professional science is not stable, it evolves and progress and as a result of this changes happen in practice trainees have to update themselves, however since they are not expert, and these changes and findings of research provided by teacher educators, professionals or scholars who are expert in their field but do not practice in the classroom. (Fantu, 2014). This situation described by Ur (1992) as a two separate entities: academics who develop the theories and professionals those who are engaged in teaching practice.

"Ur, (1992); cited in Fantu, 2014: p:28) is criticizing the applied science model, puts the division between theory and practice. Its treatment of theory and practice at two different levels and the fact that teaching is not a mere application of pre-ordained techniques and principles, made it necessary to question the conceptions of the applied science model. As a result, a model that is believed to give answers to the problems noticed in the applied science model has come into the scene." (Fantu, 2014).

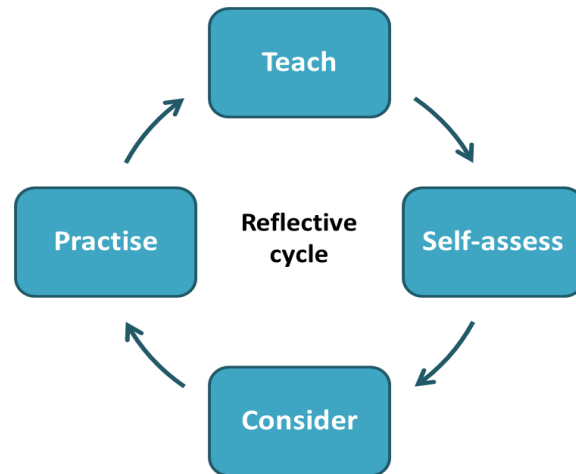
This method is also called technicism or technicist (Barney, 2020). "For Hodkinson (2011), "technical rationalism assumes that people can be managed as if they behaved like machines. Education and training are seen as systematic production processes, using the metaphor of the assembly line, with its inputs, processes and outputs" (p. 199; cited in Cakcak, 2016: p:122).

### **2.3. The Reflective Model**

The method is found by Donald Schön is based on analysing and reviewing and criticizing your way of teaching, teaching practices. Trainees are initially taught some basic concept of teaching based on the evidence and findings of the research or conventions and then they reflect on their

teaching practice experiences and finally they make the necessary changes to improve their teaching and enhance learning, (Fantu, 2014). The trainees teach and reflect on their teaching and discuss their experiences of what went well and what did not with colleagues, professionals, mentors.

The process requires observation, assessing one's own practice, self-questioning and application and observing the teaching practice and its outcomes.



Cambridge (n.d.). The reflective cycle of teaching

In this model, practitioners are involved in a continuous cycle of self observation and self evaluation so as to understand their own actions and the reactions they prompt in themselves and in learners (Brookfield, 1995; Thiel, 1991, cited in Florez, 2001; cited in Fantu, 2014). So, we can understand that the cycle refers to the ongoing, non-stop process of teaching practice but at the same learning process of the trainees. Because it involves a continuous cycle the teacher trainees can make link between their teaching and learning and between student's learning and their teaching. While making this connecting such link what kind of knowledge do the trainees use meanwhile? To Wallace (1991) there are two types of knowledge in reflective teaching 'received knowledge' and 'experiential knowledge', the received knowledge refers to the knowledge that the trainee possesses about the research findings, theories and skills whereas in the experiential knowledge, the trainee will have developed knowledge in action by practice of the profession, and will have had the opportunity to reflect on that knowledge in-action (Wallace, 1991, cited in Fantu, 2012, p29).

There are some features that are attributed to reflective teacher.

“For Dewey (1933/1997), reflective teachers have three distinguishing characteristics: open-mindedness, responsibility and whole-heartedness. Open-mindedness means being tolerant towards different ideas and not seeing them as threats. Open-minded people evaluate their existing beliefs when they encounter new data and they are open to accepting the possibility of making mistakes. They are aware of the fact that they may not be right and they are not in a race to win a debate (Larrivee, 2008). They can criticize themselves.” (Cakcak, 2021; p:125).

To Fantu, (2014), reflective practice can be at both levels: preservice and in-service teaching practices through micro teaching and at the methodological level.

Ellman (2021) depicted the cycling process of reflective teaching model below. We can see the ongoing cycle and the stages between each cycle that seem to be dynamic.

Approach	Advantages	Disadvantages
Craft model	<ul style="list-style-type: none"> <li>○ By watching and experiencing lessons, trainees get a clear idea of how they can teach.</li> <li>○ Trainees see how classrooms work and how students react to what the teacher does.</li> </ul>	<ul style="list-style-type: none"> <li>○ Trainees only see one teacher’s way of doing things.</li> <li>○ They don’t learn <i>why</i> – the rationale for the practices seen.</li> <li>○ If they just imitate older teachers, trainees are preparing to teach in the classrooms of the past.</li> </ul>
Applied science model	<ul style="list-style-type: none"> <li>○ Avoids ‘folk’ theories of teaching by focusing on proven practices.</li> <li>○ Familiarises trainees with underlying reasons for the practical techniques they learn.</li> <li>○ Helps trainees learn the terminology of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>○ Doesn’t attribute any value to practical, on-the-job knowledge.</li> <li>○ Highly theoretical approach can be draining for trainees.</li> <li>○ Research may not be applicable to trainees’ teaching context.</li> </ul>
Reflective model	<ul style="list-style-type: none"> <li>○ Encourages trainees to bridge the gap between training and their own classrooms.</li> <li>○ Enables continuous improvement.</li> <li>○ Takes account of trainees’ classroom experience, both as a student and as a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>○ Assumes that trainees can easily reflect on their teaching – in fact, it is a difficult skill to learn and needs guidance.</li> </ul>

Ellman, (2021; n.d.)

Ellman as displayed above, tabulated the benefits and drawbacks of the three models in the following table. As can be noted each these three models give priority to teacher development considering the economical, social and political situation of the country and the demand of the society. In fact, there is no perfect model to cover every aspect of education and the society's needs and none of these models on their own seem to fully respond to any educational setting however each method has it is own pros and cons. Additionally, due to the complex natura of teaching as well learning a single model cannot address to the needs of teacher and students, therefore combination of one or more model may be more reliable and flexible.



## **CHAPTER 5**

### **PRACTICUM in TEACHER EDUCATION: Models, Experiences, and Challenges**

The practicum chapter delves into the crucial role of hands-on teaching experience in teacher education, bridging theory and practice. It focuses on how structured classroom observations, micro-teaching, and real-world teaching assignments prepare pre-service teachers for their future profession. By engaging in authentic classroom settings, teacher candidates develop practical skills, build confidence, and cultivate a reflective approach to teaching. The chapter also explores various models of practicum, mentorship, and feedback systems that contribute to the holistic development of effective and competent teachers.

#### **1. Introduction**

Since practicum is considered to be the core area of teacher education a separate chapter has been allocated for it. In this chapter, general features of practicum, the agents of the practicum process, mentorship will be discussed.

Today's modern practicum emerged from the ancient Egypt. "Egyptian formed two different types of school for privileged youth under the supervision of governmental officials: one for scribes and the other one is for priest trainees and children were accepted to the school at the age of 5. At the age of 14- the pupils were also given practical training in offices for which they were being prepared and the other place was the temple college", (Brittanica online, ud.) to be qualified to become a priest.

Practicum is the skeleton of teacher education. It is the battle field of the teacher because practicum is the place where the teacher candidate can use the knowledge received during or after completing their first degree. Practicum provides an opportunity for the trainees to transfer this knowledge in to practice but at the same time it helps teacher's personal skills such as skills for communication, initiating, managing and finalizing a class

discussion improve. The language teacher education needs to be sustainable, progressive to keep up to date because old teaching methods may not fit today's language teacher education for two main reasons: technological advancement has changed the behaviours of learners and the profile of student is no longer stable or is the same as it used to be; the second; is the demand for the global job market. Globalization has impact on what the learners of English language as a foreign or second language must know and this consequently affected how English language can be delivered or be learned and what aspects of language must be focused. Initially, grammar was the main focus of foreign language teaching however over time with the global changes and demand for English native like-fluency. This affected learners' needs of language and teachers of English because the teachers have changed their focus from only-grammar teaching to teaching of four integrating skills and learners felt compelled to gain the native-like fluency to find a job in the competitive world. This also change the teaching materials as the sources also target to teach the four language skills. During the practice the trainees involve in various teaching practice, become acquaintance with the learners' profile, have change to observe the class environment, learning and teaching practices of their own and other candidates. This helps the trainees to gain more self-confidence and establish a good student-teacher and student-student relationship and school administrations and other staff employed in the school. Such practices and relationship help to become aware of their own teaching skills and manners in each class when they teach.

To Zeybek & Kasım, (2021), Pre-service education is the first stage of teacher education and therefore it is valuable for prospective teachers for their first teaching experience as it provides opportunities to to increase their awareness of the teaching profession and provide them with the opportunity to make decisions and reflect on their performance.

Richards and Crookes (1988: 11) maintain that the aim of practicum is to give opportunity to student teachers to practice their theoretical knowledge, receive and give feedback on teaching techniques and observe teachers who are experienced in the field. To Zeichner (1996), practicum is the period for student teachers to sharpen their learning and understand the broader implications of their profession in real classrooms. Practicum provides opportunity for student teachers to gain precious insights. Practicum process is the reformation of knowledge, students significantly contribute to the reformation of this knowledge by taking part in the class activities.

The process of practicum consists of two phases and both phases and requires coursework with the academics staff of the faculty or school of edu-

cation. This can be clearly related to the placement school and the faculty coursework. Placement school provides a space to prospective teachers to practice and develop their own sense of teaching.

The length of the placement may vary from one country to another but in general students teacher has to complete certain time of teaching at school and reflect on their teaching and analyse their pros and cons of the class.

During the teaching practice student teachers have meet certain requirements both from the placement school and the university or college. The length of the practicum may vary for example in the UK placement takes 12 weeks, in Turkey it is 12 weeks as well but this period may be longer or shorter in some other countries. The coursework is usually writing 4 or 5 essays related to the teaching area. The essays are submitted to the course lecturer at the university. The standards may also vary according to the lecturer's course policy. For the placement school, the student teachers have to teach certain hours for teaching. Initially the lesson plan including the language materials need to be prepared and then the mentor and the university lecturer give feedback on teaching materials and lesson plans. The three agents of practicum are, trainees, mentors and academics from university. The first group perform in the real classrooms and the last two assessed this performance and help the trainees to improve by providing feedback at the end of each teaching period. The trainees have to take the positive and negative feedback into consideration to improve their teaching skill and establish a health relationship with the students. If students within given length of time, they are given new placement schools and the chance to complete the practicum.

“Language teacher education programs in general comprise courses related with the field of study, didactics and general knowledge, which means student teachers of languages receive education to develop their linguistic, communicative, intercultural and general competences along with their language teaching skills. There are four components of knowledge that form the basis for these programs: content knowledge, pedagogic content knowledge, pedagogic knowledge, and support knowledge (Day, 1993; cited in Mirici, 2017; p:278).

To Mirici (2017), studies indicate that student teachers use the language for different purposes in life and they do not need only the knowledge of that language but also the culture which is a part of the language and this is why the prospective teachers definitely need to refine their intercultural

communication skills besides other language skills; “These knowledge skills and abilities are classified under four categories: structure knowledge and understanding, strategies and skills and values”, (cited in Mirici, 2017:278).

Breen, et al. (2001) classified the influence of teaching practice as the start from the point of teachers’ faith about teaching a second language. After that, teachers’ pedagogic knowledge takes place within the specific teaching conditions where they are ready to make decisions. Then interactive classroom activities and tasks take place between the teacher and students. According to students’ behaviors, teachers attempt to give feedback and manage the classroom. Teachers’ perception, and proficiency level can have an effect on their teaching practice or vice versa (Breen, et al. 2001; Richards and Crookes, 1988), similarly to Ariğ, (2016), Practicum affects teacher’s perception about teaching and affect their teaching practice positively or negatively.

## **2. Theoretical Foundations of Practicum**

The practicum is underpinned by several key educational theories and pedagogical frameworks that provide a rationale for its structure, purpose, and impact. Understanding these theoretical foundations allows teacher educators to design practicum programs that maximize learning outcomes for pre-service teachers and ensure that classroom practice is both meaningful and effective. Two of the most influential frameworks in this regard are Experiential Learning Theory and Reflective Practice.

### **2.1. Experiential Learning Theory**

Experiential learning theory, as conceptualized by David Kolb (1984), asserts that learning is a process through which knowledge is constructed via experience. The theory describes learning as a cyclical process composed of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Practicum in teacher education exemplifies this model by providing pre-service teachers with concrete experiences in real classrooms, where they observe and engage in teaching.

During the concrete experience stage, pre-service teachers actively participate in classroom activities, including observing student interactions, teaching short lessons, or assisting the mentor teacher. They gain firsthand knowledge of how theoretical principles, such as communicative language teaching or task-based learning, are applied in practice. Reflective observation follows as teachers analyze what occurred during these classroom interactions, considering both student responses and the effectiveness of their own instructional strategies.

In the abstract conceptualization phase, pre-service teachers connect these observations to pedagogical theories, refining their understanding of teaching methodologies, learner engagement, and classroom management principles. Finally, active experimentation allows pre-service teachers to implement these insights in subsequent lessons, testing new strategies and approaches in authentic teaching situations. This cyclical process fosters continuous learning, critical thinking, and adaptability—key attributes for effective teachers, particularly in dynamic foreign language classrooms where student needs and learning styles are diverse.

## **2.2. Reflective Practice and Teacher Development**

Reflective practice is a complementary theoretical foundation that emphasizes the importance of self-analysis and critical evaluation in teacher development. Donald Schön (1983) introduced the concepts of reflection-in-action and reflection-on-action, both of which are highly relevant to practicum experiences. Reflection-in-action involves thinking critically while teaching, making real-time decisions about instruction, pacing, and student engagement. Reflection-on-action occurs after the lesson, as pre-service teachers review their performance, evaluate the outcomes, and identify areas for improvement.

Engaging in reflective practice during practicum helps pre-service teachers develop professional judgment and self-awareness. It encourages them to consider the diverse learning needs of students, adapt lesson plans to cultural and linguistic differences, and develop strategies to overcome classroom challenges. In language teaching, reflective practice is particularly crucial because it enables teachers to assess whether learners are acquiring language skills effectively, whether communicative activities are appropriate, and whether classroom interactions promote both linguistic and socio-cultural competence.

Moreover, reflective practice helps bridge the gap between theory and practice. While coursework provides knowledge about teaching methods, language acquisition, and curriculum design, reflection allows pre-service teachers to contextualize this knowledge in real classroom settings. It encourages problem-solving, creativity, and the ability to respond flexibly to unexpected classroom situations. Over time, reflective practice fosters autonomy, resilience, and confidence, preparing teachers not just to implement lessons, but to continually refine and innovate their teaching throughout their careers.

### **2.3. Structure and Implementation of Practicum Programs**

Practicum programs are carefully structured to provide pre-service teachers with gradually increasing responsibilities, ensuring a smooth transition from observation to full classroom teaching. The implementation of these programs varies across countries but generally includes three core components: observation, micro-teaching, and supervised teaching.

Observation is usually the first stage, where pre-service teachers spend time in classrooms, observing both teachers and students. The goal is to familiarize trainees with classroom routines, student behavior, lesson flow, and instructional strategies. Observation allows teachers to internalize classroom dynamics, understand the practical application of pedagogical theories, and reflect on effective teaching practices.

Micro-teaching follows observation and provides a controlled environment for pre-service teachers to practice teaching specific skills, such as explaining grammatical concepts, designing communicative activities, or conducting reading and listening exercises. These sessions often take place within the university or in smaller school settings, with peers or mentors providing feedback. Micro-teaching is highly beneficial because it allows teachers to refine their lesson plans, experiment with teaching strategies, and build confidence in a low-stakes setting.

Supervised teaching, the final stage, involves pre-service teachers taking full responsibility for classroom instruction under the guidance of a mentor teacher. This stage integrates lesson planning, classroom management, and assessment, while providing opportunities for real-time feedback and reflection. Mentor teachers guide pre-service teachers in adapting instruction to learner needs, managing diverse classrooms, and applying assessment techniques aligned with national curricula.

In addition, practicum programs often incorporate reflective journals, portfolios, and action research projects. These tools encourage pre-service teachers to analyze their experiences, document their learning process, and evaluate the effectiveness of their teaching. This structured approach ensures that the practicum is not merely a requirement, but a transformative experience that strengthens the professional, pedagogical, and personal development of future teachers.

#### ***2.3.1. Reflection in practicum***

Teacher reflection is a *sin qua non* element of practicum and teaching procedure in general as it depicts the development of curriculum, materials,

classroom, and learners, as well as teachers' self-development (Armutcu & Yaman, 2010) and the utmost benefits they receive from the practicum and the drawbacks of practicum. With the help of the reflection part, language teachers contribute to the achievement of the school. According to Armutcu and Yaman (2010), pre-service teachers in Turkey conducted that reflection makes the practicum process easier. They also found that feedback from students is an essential part of reflection as student teacher will eventually act upon the outcomes of reflection. Moreover, they confirm that after each class teachers reflect on their own teaching right away in their minds, however; do not transfer to the plans. Furthermore, some of them found it difficult reflecting while the action is occurring at the same time. After that they can imagine what had happened in the classroom and transfer to the lesson plan.

Practicum is a distinctive phase of the teachers' initial education which enables student teachers to develop reflective capabilities in the future (La-ochite & Fillho, 2016; cited in Ali, 2021). To this, reflections are part teacher of development and can be on anythen happened in the class, for example reflection on lesson plan, classroom questions, teaching practeces, lesson materials. Students' behaviours and students teachers' own actions. First, evaluating learners and classroom is the initial part of the reflection. Teachers should be active observers in the classroom by observing students' behavior and responses. Then the student teacher can make some amendment and revision in following class activities and lesson plans. Materials evaluation and other course materials are also need to be revised according to the outcomes of reflection. In a nut shell, self-reflection not only during the practicum period but during any type of teaching would be an indispensable way of enhancing teaching and learning process. By analysing their own experiences, student teachers develop their critical thinking skills, identify the gap between their knowledge and applications in a more sustainable way, (Taşdemir & Gümüş, 2023). Taşdemir and Gümüş advises that the practice teaching process such as "mentors, peers and supervisors" and student teachers' "reflective understanding be investigated", (p:531).

Studies also showed that language teachers mostly reflect on the instructional processes, classroom management and that it is a useful tool that need to be used in teacher development, (Taşdemir & Gümüş, 2023; Day et al., 2022). Consedering, "the breadth, and depth of the category of the instructional process" may have contributed to the great ratio of the reflection process," (Taşdemir, Gümüş, 2023; p: 529), reflection has a considerable impact for the improvement of teacher education and language teacher edu-

cation in particular and on “understanding of the ever-emerging teacher identities on a deeper level” (Taşdemir & Gmüş, 2023; p: 531).

### **3. Practicum Models Across Countries**

#### **3.1. United Kingdom:**

The UK emphasizes school-based placements integrated with university coursework. Pre-service teachers typically spend several weeks in local schools, alternating between observation, micro-teaching, and full-class instruction. Mentors provide continuous feedback, and portfolios documenting lesson planning, reflections, and student assessment are common.

#### **3.2. United States**

U.S. teacher education programs combine theoretical coursework with extended practicum placements. Pre-service teachers often spend one semester in schools, starting with observation and gradually assuming teaching responsibilities. Programs incorporate reflective journals, peer observation, and mentor evaluations. Special attention is given to classroom management, differentiated instruction, and assessment literacy.

#### **3.3. Finland:**

Finnish teacher education is research-based and highly selective. Practicum placements are integrated with university courses, and pre-service teachers spend extensive periods in schools. Mentorship is structured, with collaborative planning, reflective sessions, and action research projects embedded in the practicum. Emphasis is placed on inquiry-based learning and adaptation to diverse learner needs.

#### **3.4. Japan:**

In Japan, pre-service teachers undergo shorter practicum experiences, often a few weeks in duration, emphasizing observation. Trainees gradually take on teaching responsibilities under the guidance of mentor teachers. The focus is on classroom routines, lesson sequencing, and understanding student behavior within culturally specific educational settings.

#### **3.5. South Korea:**

Korean teacher education includes practicum as a critical component of preparation. Pre-service teachers observe classrooms for several weeks

and then engage in supervised teaching. Reflective practices and mentoring are central, with structured feedback sessions to improve instructional effectiveness.

### **3.6. Norway:**

Norwegian practicum models emphasize reflective practice and collaborative learning. Pre-service teachers spend multiple weeks in schools, alternating between observation and teaching. Mentoring and peer collaboration are highly valued, with a strong focus on inclusive education and learner-centered pedagogy.

### **3.7. Turkey:**

In Turkey, practicum typically occurs in the third or fourth year of teacher education. Pre-service teachers participate in micro-teaching exercises within the university and observe lessons in public schools. Later, they engage in supervised teaching, focusing on lesson planning, classroom management, and assessment. The Turkish model increasingly incorporates inclusive education and learner diversity in line with national curriculum reforms.

## **4. Challenges and Barriers in Practicum**

Despite its benefits, practicum experiences face several challenges:

- **Short Duration and Insufficient Observation:** Limited time in schools can hinder full engagement with classroom dynamics.
- **Theory-Practice Gap:** Pre-service teachers may struggle to translate pedagogical theories into practical classroom strategies.
- **Institutional and Contextual Constraints:** Differences in school culture, available resources, and mentor quality can affect practicum outcomes.
- **Stress and Anxiety:** Managing real classrooms can induce performance anxiety, particularly for pre-service teachers in foreign language settings.

## **5. Recommendations to maximize the benefits of Practicum**

- Integration of theory and practice through reflective exercises, lesson planning, and action research projects.

- Implementing structured mentorship programs with clear expectations and regular feedback.
- Extending duration of practicum and provide diverse school placements to expose pre-service teachers to various contexts and various students profile
- Collaboration among peers to promote shared learning and reflective dialogue.

Although the length of the practicum and the requirements of the course and practices may vary from one country to another the major aim of practicum is to provide a real teaching platform for the student teachers to integrate knowledge with practice so that they can develop their teaching skills.

Practicum is a cornerstone of teacher education, providing essential opportunities for observation, practice, and reflection. Effective practicum experiences prepare pre-service teachers to meet classroom challenges, enhance professional competence, and foster long-term commitment to teaching. Comparative insights from different countries demonstrate the importance of balancing theoretical knowledge with practical experience, structured mentorship, and reflective practice. By addressing challenges and implementing best practices, teacher education programs can optimize practicum outcomes and ensure that future educators are confident, skilled, and responsive to the diverse needs of learners.

## CHAPTER 6

### PROFESSIONAL DEVELOPMENT

This chapter explores the ongoing process of professional development in teacher education, emphasizing that learning to teach does not end with graduation. It highlights the importance of continuous growth for teachers, both in initial stages and throughout their careers, to meet the evolving demands of 21st-century classrooms. The chapter examines the different forms of professional development, including workshops, mentoring, in-service training, and international exchange programs, and discusses how these experiences enhance teachers' pedagogical knowledge, classroom management skills, and reflective practices.

#### 1. Introduction

“Professional development is an important aspect of continuing growth to reach the intended goals”, (Parsons, 2022; paragraph:1 ) and not only schools and universities but also companies in various sectors offer different types of training and opportunities to empower their employees and fulfil their work because professional development is a key in any company and institution's growth and future success. “Employers who encourage their employees to seek out professional development opportunities are in turn encouraging higher productivity and job satisfaction”. Parsons (2022; paragraph:3),

Due to 21st century's challenges, rapid technological advancement and increasing demand for diverse employee schools also have to prepare their students for the job market. This urges teacher education programmes to be update and in-service teahr to be qualified to educate learners and update themselves. Teacher standards need to be higher than ever. So, what are these standards and how teachers or schools can handle to achieve these standard?

Professional development generally takes place at any three stages; while working professionally, during apprenticeship (induction) and during

high school or university education. “Providing possibilities for further professional development and education can be a useful policy tool to motivate teachers to stay in their profession and to attract qualified personnel to teaching and school leadership positions.” (European Commission, 2013; p:38). However there needs to be consistency between the systems of these three stages mentioned above: To, European Commission, (2013), first the initial teacher education must provide all the necessary competencies and skills such as ‘research based knowledge’, learning attitudes to be open to new learning and this important for future learning and induction, the second point is the structure which is related to policies and implementations of teacher education of the country and institutional bodies who are in charge of teacher education, for example universities, colleges and organisations that are in charge of teacher training and teacher education.

To Parsons (2022) Attending to professional development training can also a signal that the person is open-minded and ready to new experiences and eager to ‘continue to grow’ and by that way the person can gain self-confidence and such training will eventually affect the

Everything that facilitate students’ learning and engage them is actually affect teacher education as well. Therefore anything that contribute to learning or teacher’s development will be at the centre of teacher education. Learning is a life-long process and never ends, this is the same when it comes to teaching. Even after the teacher candidates are appointed and become teachers they also need to update themselves to catch up the latest developments and meet the new generations’ needs and satisfy themselves and their students.

Initially, teacher need to master their subject knowledge and know how to transmit this knowledge efficiently into the work area. Then they need to revise their knowledge and practices and follow up the latest developments in their area of expertise. “Professional development is gaining new skills, through continuing education and career training after entering the workforce. It can include taking classes or workshops, attending professional or industry conferences, or earning a certificate to expand your knowledge in your chosen field”. (Parsons, 2022; paragraph:2).

Teaching and learning is so complex that schools or universities cannot teach everything during the first education and additionally due to some individual variations that are effective in learning environment every student cannot benefit equally from the given instruction but at least the major aspects of teacher education should be well structured and taught. As stated by

the European Commission (2013) the content of professional development is closely related to teacher competencies: (2013), “initial teacher education should provide all student teachers with the core of professional competences upon which they can build throughout their career. Beginning teachers should receive a systematic programme of support (induction) during their first years in the profession – in order to have opportunities to start the further development of these competences (European Commission, 2010, cited in European commission, 2013; p:36). After the induction phase, all teachers need to be engaged in a continuous process of assessing and developing their competences further.” (European Commission, 2013; p:36). To this description, teacher student can benefit from professional development efficiently if they receive all the required competencies during their initial education and effective induction training during apprenticeship. Otherwise, they may struggle to understand the key concepts and cannot get the utmost benefits of the professional development programmes.

Professional development programmes includes, introducing new learning tools and techniques, alternative self assesment- feedback methods, observation techniques, materials reflecting real life and addressing to the needs, action research (as the teacher is the reseacrher of their classroom), interaction, the content and the types of assignment, and aims to improve and update the pedagogical knowledge of teachers and student teachers. Additionally, while designing profesionnal development programme three aspects need to be taken into consideration

“individual needs, local needs and national priorities”,European Commission, 2013; p:40). Each of these stages need to be considered realistically so that professional development fullfill its mission acurately. Because if the needs are not established accurately it is less likely that the intended goals be achieved.

Some of the countries follow different applications in terms of professional development, for example Continuing professional development (CPD) is accepted as considered a professional duty for teachers in 24 European countries or regions and some it as a prerequisite for career advancement and salary increases.” (European commision, 2013; p:33).

## **2. The Role of Reflection and Lifelong Learning**

Reflection is the bridge between professional development and improved teaching practice. Teachers are encouraged to:

- Analyze classroom experiences critically.
- Identify strengths and areas for growth.
- Experiment with new strategies based on theoretical and practical knowledge.
- Engage in peer feedback, mentoring, and collaborative problem-solving.

Lifelong learning ensures that teachers remain adaptable, technologically competent, culturally responsive, and professionally fulfilled. Professional development, therefore, is not a one-time event but an ongoing journey that continues throughout a teacher's career.

### 3. Future Directions in Professional Development

Some of the emerging trends include:

- **Digital Professional Development:** Online platforms, virtual communities, and MOOCs for global knowledge exchange.
- **Personalized Learning for Teachers:** Tailoring PD programs to teachers' career stage, subject area, and personal interests.
- **Research-Driven PD:** Integrating classroom research and data analytics into professional learning.
- **Collaborative and Peer-Learning Models:** Emphasizing teacher networks, mentorship, and shared lesson study approaches.
- **Global Competence and Multicultural Training:** Preparing teachers to teach in diverse, multilingual, and cross-cultural classrooms.

Professional development can be formal or informal and in various forms: workshops conferences, membership of professional institutions, seminars, training courses, summer schools, in-service teacher training, through professional networking, classroom research, national teacher exchange programmes, international teacher exchange programmes (Erasmus exchange programme for staff, Comenius) and peer observation are all established forms of professional development.

### 4. Quality of professional development

All these programmes mentioned above can be either online or face to face. However, quality and the content of these training ventures must be well structured. But initially the scope of quality must be well defined. Pro-

professional development in terms of practice may vary. For example, some of professional development programmes are extended programmes, for example, some countries like United States, Finland, Germany, Luxembourg, France have extended their teacher training beyond the 3-5-year graduation programme. Some of these programmes can be under the Professional Development Schools and continues for 1, 2 or 3 years and it is only for new graduates or novice teachers. Studies have shown that these programmes meet the graduates' needs and that they are more satisfied with the programme than their initial teacher education, (Andrew and Schwab, 1995; Denton and Peters, 1998; Shin, 1994; cited in Darling-Hammond, 1994; Paragraph:1-3). Another benefits of such programmes is that mentors are strengthen their knowledge during such practices while teaching to graduates, (Darling-Hammond, 1994). Therefore, some countries "release their teachers from class teaching to teach" and advise in these programmes (What matter most: National Commission on Teaching&America's Future, 1996; p:33). The mission of these recend developed programmes is that "professional teacher is considered not the one who graduated and finished learning to teach but more of who is learning from teaching practice," ( Darling-Hammond, 1994; paragraph:9).

According to Yüner (2022), in-service teachers need pedagogical and content knowledge training and especially training in how to teache in a multi-language and multi-cultural classrooms. In the study, the findings showed that inexperienced teachers demanded in-service teacher training programme more than experienced teachers. Based on this findings, today, due to the high immigrant rate globally, teachers and student teachers need to receive training or education of how to teach in multi language and multi cultural classrooms as teaching also requires an understanding of differences and variation that arise from culture, intelligence, famil, language and in individual differences.

As a result, to establish effective learning class environment, to know how to motuvate students and guide them to use their utmost potential to learn, initially, teachers need to improve their teaching skills, learn new tools, and update their existing knowledge either through structured training programmes prepared by the governments or private instutions and there should be sustainability in such programmes. As mentioned above, reflections play a pivotal role in teacher education and training. Therefore üniversities and schools should encourage student teachers develop reflective behaviours to reflect upon their school practices.To European commission (2013) "the reflections should be based on the teachers /student teachers' own

experiences in the light of different theoretical views and experiment with new approaches” (p:38). To become a membership or participation in other professional organizations and institutions can contribute to the improvement of teacher besides the training courses provided by the universities and the Ministry of Education.

### **5. Aligning Professional Development with Teacher Competencies**

Effective professional development must align with established teacher competencies at national and international levels. According to the European Commission (2013), the three stages of professional development—initial education, induction, and continuous training—must be consistent and interconnected. Professional development content should address:

- **Individual Needs:** Tailoring programs to teachers’ unique strengths, weaknesses, and areas of interest.
- **Local Needs:** Reflecting the socio-cultural, linguistic, and demographic characteristics of the school and community.
- **National Priorities:** Aligning with government educational policies, curriculum standards, and strategic goals for teaching and learning.

## **CHAPTER 7**

### **THE ROLE OF ASSESSMENT in TEACHER EDUCATION**

This chapter explores the central role of assessment in teacher education, highlighting how it serves as both a tool for learning and a measure of professional competence. It examines why assessment is crucial for developing effective teachers, focusing on its function in guiding pre-service and in-service teachers' growth and ensuring quality in teaching practices. The chapter differentiates between formative and summative assessment, explaining their purposes, methods, and applications in teacher training programs. Additionally, it connects assessment practices to teacher competence frameworks and professional standards, illustrating how systematic evaluation supports the development of knowledge, pedagogical skills, reflective practices, and professional ethics. Emerging trends in assessment, including technology-enhanced and performance-based methods, are also discussed to demonstrate how modern teacher education programs prepare candidates for the dynamic demands of contemporary classrooms.

#### **1. Introduction**

Assessment plays a pivotal role in teacher education, serving as both a tool for guiding learning and a benchmark for professional competence. Effective assessment in teacher education ensures that pre-service and in-service teachers are not only acquiring knowledge but also applying it in meaningful ways in the classroom. It allows educators, supervisors, and policy makers to understand the strengths and weaknesses of teacher candidates, align training with national and international standards, and enhance teaching practices through reflective and evidence-based approaches. This chapter explores the critical importance of assessment, differentiates between formative and summative approaches, and connects assessment practices to teacher competence frameworks and standards.

## **2. Why Assessment is Crucial for Learning and Teaching**

Assessment is far more than a grading tool; it is an integral component of learning and professional development. In teacher education, assessment serves multiple purposes:

- **Guiding Learning:** Assessment identifies gaps in knowledge and skills, allowing teacher educators to tailor instruction and provide targeted feedback. For example, by evaluating lesson plans, micro-teaching sessions, or classroom simulations, educators can detect areas that need improvement, such as classroom management or instructional design.
- **Enhancing Teaching Practices:** By reflecting on assessment results, pre-service teachers can develop strategies to improve their teaching methods and adapt to diverse learners. Assessment fosters metacognition, encouraging teachers to think critically about their pedagogical choices.
- **Ensuring Professional Standards:** Assessments provide evidence that teacher candidates meet national and international teaching standards, such as those defined by professional teacher competence frameworks. This ensures consistency, accountability, and quality in teacher preparation.
- **Supporting Lifelong Learning:** Assessment habits cultivated during teacher education encourage teachers to continue self-evaluation and improvement throughout their careers, contributing to continuous professional development.

In short, assessment in teacher education is both diagnostic and developmental, forming the backbone of effective teacher preparation.

## **3. Formative vs. Summative Assessment in Teacher Training**

Assessment in teacher education can be broadly divided into formative and summative types, each serving distinct purposes:

### **Formative Assessment**

Formative assessment occurs during the learning process and provides ongoing feedback to help teacher candidates improve. Examples include:

- **Micro-teaching evaluations:** Pre-service teachers present a lesson to peers or instructors and receive immediate feedback on teaching style, communication, and content delivery.

- Classroom observations: Supervisors assess trainee teachers during practicum placements, offering guidance on interaction with students, management of classroom dynamics, and implementation of lesson plans.

- Reflective journals and self-assessment: Candidates critically reflect on their teaching experiences, identify challenges, and plan improvements.

Formative assessment is valuable because it emphasizes growth over performance. It allows teacher candidates to experiment with different teaching strategies, make adjustments, and gradually develop competence in a low-stakes environment.

#### Summative Assessment

Summative assessment evaluates teacher candidates at the end of a course, practicum, or training program to determine whether they have achieved the required competencies. Examples include:

- Final lesson plan portfolios: Comprehensive evaluation of teaching plans, instructional materials, and pedagogical rationale.

- Practicum performance reviews: Assessment of effectiveness in real classroom teaching, often using standardized rubrics.

- Written exams and certification tests: Evaluation of theoretical knowledge of pedagogy, curriculum, and subject content.

Summative assessment is crucial for accountability, ensuring that only qualified individuals enter the teaching profession. It also provides benchmarks that can inform institutional improvement and national education policies.

#### **4. Connecting Assessment to Teacher Competence Frameworks and Standards**

Assessment in teacher education is deeply interconnected with professional competence frameworks, which outline the essential knowledge, skills, and attitudes required for effective teaching. Key connections include:

- Knowledge Competence: Assessment evaluates candidates' mastery of subject matter, language pedagogy, and educational theory. For example, lesson plan assessments measure the ability to translate theoretical knowledge into practical teaching.

- **Pedagogical Competence:** Assessment ensures that teacher candidates can employ effective instructional strategies, differentiate learning for diverse students, and use classroom management techniques.

- **Reflective Competence:** Reflective portfolios, self-evaluation tasks, and peer feedback cultivate the ability to critically analyze one's teaching and implement improvements.

- **Professional and Ethical Competence:** Assessment includes evaluation of adherence to professional codes of conduct, ethical decision-making in the classroom, and sensitivity to cultural and linguistic diversity.

Globally, frameworks such as the European Framework for the Digital Competence of Educators (DigCompEdu), UNESCO Teacher Competency Framework, and national teacher standards link assessment practices to expected outcomes, ensuring coherence between teacher education and professional expectations.

By aligning assessment with competence frameworks, teacher education programs ensure that candidates are prepared for the complex, dynamic realities of modern classrooms. Furthermore, it allows institutions to identify gaps in their curricula and design professional development opportunities that reinforce areas of weakness.

## **5. Emerging Trends in Assessment for Teacher Education**

The 21st-century teaching landscape has introduced new assessment practices that leverage technology and promote holistic teacher development:

- **Digital Portfolios:** Teacher candidates compile evidence of their teaching practice, lesson plans, reflections, and student feedback in an online portfolio, enabling continuous assessment and easy sharing with mentors.

- **Peer Assessment and Collaborative Evaluation:** Trainees evaluate one another's teaching performances, fostering collaboration and collective learning.

- **Performance-Based Assessment:** Emphasis on real-life classroom problem-solving, including managing inclusive classrooms, integrating technology, and responding to diverse student needs.

- **Data-Driven Assessment:** Use of analytics to track teacher progress, highlight trends, and guide interventions for improvement.

These trends demonstrate a shift toward more authentic, reflective, and competency-based assessment practices, ensuring that teacher candidates are prepared not just academically but practically for professional challenges.

As a result, Assessment is an essential pillar of teacher education, shaping the preparation, evaluation, and ongoing development of teacher candidates. By integrating both formative and summative assessment practices, aligning them with competence frameworks, and embracing modern, technology-enhanced methods, teacher education programs can ensure that future teachers are competent, reflective, and adaptable. Effective assessment fosters a culture of continuous learning, enabling teachers to meet the evolving demands of classrooms and empower their students to reach their full potential.



## **CHAPTER 8**

### **TECHNOLOGY, INNOVATION, AND TRENDS in TEACHER EDUCATION**

Teacher education is rapidly evolving and driven by technological advancements, innovative pedagogical approaches, and the changing needs of learners in the 21st century. This chapter explores how technology and innovation are shaping teacher education programs, influencing both pre-service and in-service training, and transforming the ways teachers learn, collaborate, and practice in the classroom. It examines emerging trends such as digital pedagogy, blended and online learning, gamification, artificial intelligence in teaching, and data-driven instruction, highlighting their implications for teacher preparation, professional development, and classroom effectiveness. Additionally, this chapter discusses how these trends are integrated into curricula, the benefits and challenges they bring, and how educational institutions worldwide are adapting to prepare teachers for dynamic, technologically rich learning environments.

#### **1. Introduction**

Teacher education has traditionally focused on preparing prospective teachers with foundational pedagogical knowledge, subject matter expertise, and practical classroom experience. However, the rapid advancement of technology and the evolving needs of learners have transformed the landscape of teacher preparation. Modern teacher education cannot remain static; it must incorporate emerging technologies, innovative pedagogical models, and research-driven trends that enhance teaching and learning. This chapter explores how technology, digital tools, and innovative approaches are integrated into teacher education programs globally. It examines the theoretical underpinnings, practical implementations, challenges, and future directions for preparing teachers who are capable of navigating twenty-first-century classrooms.

## **2. Integration of Educational Technology in Teacher Education**

Educational technology refers to the use of digital tools, platforms, and resources to enhance teaching, learning, and assessment. The integration of technology into teacher education programs has multiple dimensions:

### **2.1. Digital Literacy and Competency for Teachers**

Prospective teachers must acquire digital literacy, which involves understanding and applying technological tools to support instruction. Digital literacy is no longer optional; it is considered a fundamental professional skill. Teacher education programs in countries such as the USA, UK, Finland, and Norway include mandatory modules on educational technology, where pre-service teachers learn how to create digital lesson plans, use interactive learning platforms, and apply technology for formative and summative assessments. For example, pre-service teachers in Finland engage in courses that teach the use of virtual learning environments, data analytics for learning assessment, and adaptive learning technologies. In South Korea and Japan, teacher education emphasizes smart classroom technologies, interactive whiteboards, and online learning management systems to support blended learning.

### **2.2. Technology-Enhanced Language Teaching**

In the context of language teacher education, technology provides opportunities for communicative practice, authentic exposure to target languages, and collaborative learning. Language teacher education programs incorporate digital tools such as language learning apps, online discussion forums, video-based teaching platforms, and computer-assisted language learning (CALL) software. Pre-service teachers are trained not only to use these tools but also to design interactive language tasks that foster engagement and learner autonomy.

### **2.3. Virtual and Augmented Reality in Teacher Training**

Innovative programs increasingly include simulations and virtual reality (VR) environments where pre-service teachers can practice classroom management, lesson delivery, and student interaction in controlled digital settings. These immersive experiences allow trainees to observe the con-

sequences of their instructional choices, receive immediate feedback, and build confidence before entering real classrooms.

### **3. Challenges of Technology Integration**

Despite its potential, the integration of technology in teacher education faces challenges. These include the uneven access to digital infrastructure, teachers' limited prior experience with technology, resistance to change among instructors, and the need for continuous professional development to stay updated with technological trends. Policies in some countries, such as Turkey, focus on providing digital training to teachers, but gaps still exist in practical application and the seamless integration of technology into daily teaching practice.

### **4. Innovative Pedagogical Approaches in Teacher Education**

Technology alone is not sufficient to improve teacher education; pedagogical innovation is equally critical. The integration of new instructional models and approaches prepares teachers to meet the needs of diverse learners.

#### **4.1. Constructivist and Learner-Centered Approaches**

Constructivist approaches, which focus on active knowledge construction by learners, are central to modern teacher education. Teacher education programs worldwide, including the UK and USA, emphasize project-based learning, problem-based learning, and inquiry-based methods. Prospective teachers learn to design lessons that allow students to explore, hypothesize, and reflect critically rather than passively receive knowledge.

#### **4.2. Task-Based and Experiential Learning**

Task-based approaches, particularly in language teacher education, encourage pre-service teachers to design authentic tasks that replicate real-world scenarios. Experiential learning emphasizes learning by doing, where trainees gain hands-on experience in designing, implementing, and evaluating lessons, often in collaboration with peers or mentor teachers.

### **5. Critical Pedagogy and Social Justice Orientation**

Emerging trends in teacher education also include critical pedagogy, where teachers are trained to foster equity, inclusion, and social justice in the classroom. Trainees are encouraged to reflect on the sociocultural, political,

and economic contexts of their teaching environments and to consider how teaching practices can empower students from diverse backgrounds.

## **6. Blended Learning Models**

Blended learning integrates face-to-face and online learning experiences. Pre-service teachers learn to combine synchronous and asynchronous teaching methods, facilitating flexible, student-centered instruction. Norway, Finland, and the USA have widely implemented blended learning in teacher education programs, offering platforms for online collaboration, digital content creation, and adaptive assessments.

## **7. Assessment and Evaluation Trends in Teacher Education**

Assessment is a critical component of teacher education, both for evaluating pre-service teachers' knowledge and for modeling effective practices. Emerging trends include:

### **7.1. Performance-Based Assessment**

In countries like the UK and Finland, teacher education programs use performance-based assessment methods such as teaching portfolios, lesson demonstrations, and peer evaluations. Pre-service teachers are assessed on their ability to plan, implement, and reflect on lessons rather than on rote memorization of theory.

### **7.2. Digital Assessment Tools**

Digital platforms enable innovative assessment strategies, including online quizzes, interactive simulations, video recording of teaching practices, and real-time feedback from instructors. Pre-service teachers in Japan and South Korea increasingly use video observation and online reflection journals to evaluate and improve their teaching practices.

### **7.3. Formative and Continuous Assessment**

Modern programs emphasize formative, continuous assessment rather than relying solely on summative examinations. Continuous feedback helps trainees develop metacognitive awareness of their teaching, identify areas of improvement, and gradually build professional competence.

## **8. Preparing Teachers for Diverse and Inclusive Classrooms**

Teacher education must equip future educators to work in culturally, linguistically, and cognitively diverse classrooms. Current trends in teacher education include:

### **8.1. Inclusive Pedagogy**

Courses in inclusive education teach pre-service teachers to adapt lessons for students with special educational needs, different learning styles, and diverse cultural backgrounds. For example, in Turkey, Norway, and the USA, trainees study differentiated instruction, universal design for learning, and strategies for supporting neurodiverse learners.

### **8.2. Cultural Responsiveness**

Programs emphasize intercultural competence and awareness. Pre-service teachers are trained to respect and integrate students' cultural backgrounds into instruction, develop culturally relevant teaching materials, and foster classroom environments that promote equity.

## **9. Technology for Inclusive Education**

Assistive technology, such as speech-to-text software, digital reading tools, and interactive applications, supports inclusion. Trainees learn how to leverage these tools to provide equal learning opportunities for all students.

## **10. Challenges and Considerations**

Despite the advances, several challenges remain in implementing technology and innovation in teacher education:

- Inequalities in access to technology and digital infrastructure.
- Resistance to change among faculty or educational institutions.
- Balancing traditional pedagogical methods with new approaches.
- Continuous adaptation to rapidly changing technological tools.
- Ensuring alignment between national education policies, curricula, and teacher preparation programs.

Technology, innovation, and emerging pedagogical trends are transforming teacher education worldwide. By integrating digital tools, innovative teaching methods, inclusive practices, and lifelong professional development, teacher education programs prepare pre-service teachers to

navigate diverse and dynamic classrooms. Countries such as the USA, UK, Finland, Norway, Japan, South Korea, and Turkey demonstrate various approaches to integrating these trends, offering models that can inspire further improvements. Ultimately, teacher education in the twenty-first century must be flexible, adaptive, and research-informed, equipping educators to meet the evolving needs of learners in a globally connected world.

## **CHAPTER 9**

### **TEACHER CERTIFICATION BEYOND FACULTIES OF EDUCATION in TÜRKİYE: PROCEDURES, POLICY RATIONALES, AND CRITICAL PERSPECTIVES**

#### **1. Introduction**

Teacher education systems across the world increasingly allow multiple pathways into the teaching profession, challenging the traditional assumption that teacher preparation must occur exclusively within faculties of education (OECD, 2005; OECD, 2019). In Türkiye, this diversification has taken the form of pedagogical formation certification programs designed for graduates of non-education faculties, such as Arts and Sciences, Theology, Fine Arts, and Sports Sciences (YÖK, 2018; YÖK, 2020). While these programs are frequently justified as pragmatic responses to teacher shortages and labor market demands, they have also attracted sustained criticism concerning their implications for teacher quality, professional identity, and the status of teaching as a profession (Darling-Hammond, 2006; Zeichner, 2010).

This chapter examines teacher certification for non-education faculty graduates in Türkiye, focusing on procedural structures, policy rationales, and critical debates surrounding this alternative route. Drawing on international discussions of teacher licensure and alternative certification—particularly Ballou and Podgursky’s critique of certification as a labor-market regulation mechanism (Ballou & Podgursky, 1998, 2000)—the chapter evaluates whether pedagogical formation programs constitute an effective and equitable solution or a policy compromise that risks undermining the professional foundations of teaching.

#### **2. Teacher Certification in Türkiye: An Overview**

In Türkiye, teacher certification is regulated jointly by the Council of Higher Education (YÖK) and the Ministry of National Education (MoNE).

Traditionally, teacher preparation has been the responsibility of Faculties of Education, where students complete a four-year undergraduate program integrating subject-matter knowledge, pedagogical theory, and sustained teaching practice (Darling-Hammond, 2010; Feiman-Nemser, 2001).

Alongside this traditional pathway, graduates of non-education faculties are permitted to enter the profession through the Pedagogical Formation Education Certificate Program (Pedagojik Formasyon Eđitimi Sertifika Programı), which functions as an alternative certification route (YÖK, 2018). This model reflects global trends toward diversified entry routes into teaching, often promoted in the name of flexibility and efficiency (OECD, 2005; Schwille et al., 2007).

### **3. Certification Procedure for Non-Education Faculty Graduates**

The pedagogical formation pathway consists of several stages regulated by YÖK. First, candidates apply to authorized universities, typically subject to quota limitations and academic performance criteria (YÖK, 2018). The program may be completed either concurrently with undergraduate studies or following graduation.

Second, candidates complete a condensed package of pedagogical and educational sciences courses, including educational psychology, teaching principles and methods, classroom management, curriculum development, and assessment and evaluation. Compared to Faculties of Education, this pedagogical preparation is significantly shorter and more compressed (Darling-Hammond et al., 2005; Zeichner, 2010).

Third, candidates undertake a teaching practicum in MoNE-affiliated schools under the supervision of mentor teachers and university instructors. Upon successful completion, candidates receive a pedagogical formation certificate, which qualifies them to apply for teaching positions (MoNE, 2017).

Finally, appointment to public schools requires success in the Public Personnel Selection Examination (KPSS), including field-specific tests and interviews. Although formation graduates and education faculty graduates are subject to the same appointment criteria, they do not share equivalent preparation pathways, raising concerns regarding professional equity and instructional quality (Darling-Hammond, 2010).

#### **4. Policy Rationales Behind Alternative Certification**

The persistence of pedagogical formation programs in Türkiye can be explained through several policy rationales. First, they are justified as a response to teacher shortages in high-demand subject areas such as mathematics, science, and foreign languages (OECD, 2005). Second, they emphasize the efficient utilization of disciplinary expertise, allowing graduates with strong subject knowledge to enter teaching without completing a full undergraduate education degree. Third, these programs align with global neoliberal policy trends emphasizing labor-market flexibility and diversified credentialing systems (Apple, 2006).

However, such rationales reflect a broader shift toward conceptualizing teaching as a labor-market occupation rather than a profession grounded in long-term pedagogical formation (Darling-Hammond, 2006). Ballou and Podgursky (1998, 2000) argue that certification often functions as a regulatory barrier that neither guarantees instructional quality nor effectively improves student outcomes. In the Turkish context, where certification credentials and standardized examinations are heavily emphasized, this critique is particularly salient.

#### **5. Neoliberal Certification Logic and the Deprofessionalization of Teaching**

The neoliberal certification logic underpinning pedagogical formation prioritizes efficiency, flexibility, and rapid workforce entry over professional depth and sustained pedagogical development (Apple, 2006). Within this framework, teaching is treated less as a specialized profession and more as a position that can be filled through short-term credentialing mechanisms.

Pedagogical formation programs exemplify this logic by compressing complex pedagogical knowledge, ethical responsibility, and classroom practice into a limited certification process. This assumption—that subject-matter expertise combined with minimal pedagogical training is sufficient for effective teaching—echoes Ballou and Podgursky’s (2000) deregulation argument but is implemented in Türkiye without strong performance-based accountability systems.

As a result, certification risks becoming a symbolic credential rather than a meaningful indicator of teaching competence (Darling-Hammond et al., 2005). Moreover, neoliberal certification logic shifts responsibility for educational quality away from institutions and onto individual teachers, who

are expected to compete within an increasingly saturated labor market. Policy instability surrounding pedagogical formation further exacerbates precarity and contributes to the deprofessionalization of teaching in Türkiye (YÖK, 2020).

## **6. Certification, KPSS, and the Absence of Performance-Based Evaluation**

Teacher certification in Türkiye relies heavily on the KPSS as the primary gatekeeping mechanism. While the KPSS assesses general aptitude, subject knowledge, and limited pedagogical theory, it provides little insight into classroom performance or instructional effectiveness (MoNE, 2017).

More critically, the Turkish system lacks structured performance-based induction programs that would allow novice teachers—particularly formation graduates—to be mentored, observed, and evaluated during their early years (Feiman-Nemser, 2001). The absence of longitudinal teacher evaluation mechanisms further limits opportunities to assess teacher development over time (OECD, 2019).

From a Ballou and Podgursky perspective, this reveals a central contradiction: entry into teaching is tightly regulated, yet post-entry performance and professional growth receive limited institutional attention (Ballou & Podgursky, 2000).

## **7. Advantages of Certification for Non-Education Faculty Graduates**

Despite these criticisms, pedagogical formation programs offer certain advantages. Most notably, they expand the pool of potential teachers and help address shortages in specific subject areas (OECD, 2005). Graduates of non-education faculties often possess strong subject-matter knowledge, which may enhance instructional depth, particularly at the secondary level.

Additionally, pedagogical formation provides flexibility and social mobility, enabling graduates to access a stable profession in a competitive labor market. Proponents also argue that alternative certification contributes to diversity within the teaching workforce (Schwille et al., 2007). However, these benefits remain largely credential-based and are not systematically linked to classroom effectiveness or student learning outcomes (Darling-Hammond, 2010).

## **8. Disadvantages, Educational Inequality, and Equity Concerns**

The disadvantages of alternative certification are substantial. Limited pedagogical depth and reduced practicum opportunities restrict the development of classroom management skills, reflective practice, and responsiveness to learner diversity (Zeichner, 2010; Darling-Hammond et al., 2005).

Equity concerns are also prominent. The coexistence of multiple certification pathways creates tensions regarding professional legitimacy and contributes to teacher oversupply and employment insecurity. Furthermore, Ballou and Podgursky (1998) argue that certification policies can unintentionally disadvantage rural and socio-economically marginalized schools by constraining teacher distribution.

In Türkiye, centralized appointment mechanisms may result in novice and formation teachers being disproportionately assigned to under-resourced schools (MoNE, 2023), potentially exacerbating regional inequalities and reinforcing structural disadvantages within the education system.

From a critical perspective, pedagogical formation programs in Türkiye represent a policy compromise between labor-market demands and professional ideals. While they expand access to teaching and utilize disciplinary expertise, they do so at the cost of pedagogical depth, professional identity, and equity (Darling-Hammond, 2006).

The core issue lies not in the existence of alternative pathways per se, but in their limited scope, policy instability, and lack of performance-based support mechanisms. Strengthening practicum experiences, implementing robust induction and mentoring systems, and aligning certification with long-term professional development are essential steps toward ensuring that alternative certification complements rather than undermines the foundations of teacher education (Feiman-Nemser, 2001; OECD, 2019).



## **CHAPTER 10**

### **INTERNATIONAL STANDARDS and FUTURE DIRECTIONS in FOREIGN LANGUAGE TEACHER EDUCATION:**

#### **Implications for Türkiye International Frameworks Guiding Teacher Education**

This chapter examines international standards shaping foreign language teacher education and considers future directions for policy and practice. Drawing on frameworks developed by the Council of Europe, OECD, UNESCO, and the European Commission, it focuses on key dimensions such as teacher competence, equity, digital literacy, and lifelong professional learning. Particular attention is given to how these global standards may be interpreted and adapted within the Turkish education system, taking into account contextual constraints and policy realities.

#### **1. Introduction**

As a result, national teacher education systems face growing pressure to respond to transnational expectations while maintaining coherence with local educational traditions and institutional structures. International frameworks have expanded the understanding of teacher professionalism beyond initial preparation, emphasizing continuous development, adaptability, and responsiveness to diverse learning contexts. Within this broader context, the alignment of international standards with national priorities raises critical questions about feasibility, relevance, and sustainability, particularly for countries such as Türkiye where structural and policy challenges continue to shape teacher education reforms.

#### **2. International Frameworks Guiding Teacher Education**

One of the most influential frameworks in foreign language education is the Common European Framework of Reference for Languages (CEFR). While initially developed to standardize language proficiency levels for

learners, the CEFR has gradually evolved into a comprehensive pedagogical framework influencing curriculum design, assessment practices, and teacher education (Council of Europe, 2001; Council of Europe, 2020). Internationally, foreign language teachers are expected to demonstrate high levels of language proficiency, typically at C1 or C2 levels, and to understand communicative competence, plurilingualism, and intercultural mediation. The CEFR's action-oriented approach emphasizes meaningful language use, learner autonomy, and formative assessment, all of which have direct implications for teacher preparation. However, scholars caution that the CEFR is often reduced to a testing tool rather than being used as a pedagogical guide, a tendency that teacher education programs must actively resist (Little, 2007).

Beyond language-specific frameworks, broader international policy documents shape expectations for teacher education systems. The OECD's Teachers Matter report highlights the importance of attracting, developing, and retaining effective teachers through coherent systems that integrate initial preparation, induction, and ongoing professional development (OECD, 2005). More recently, *A Flying Start* emphasizes the need for strong clinical practice, mentoring, and structured induction during the early years of teaching (OECD, 2019). These standards challenge traditional models of teacher education that rely heavily on front-loaded coursework, advocating instead for a continuum of professional learning. For foreign language teacher education, this means that methodological knowledge and language proficiency must be reinforced through sustained classroom practice and reflective inquiry.

The European Profile for Language Teacher Education provides a more specialized set of benchmarks tailored to language teachers. This profile emphasizes intercultural competence, digital literacy, reflective practice, and engagement with multilingual and multicultural classrooms (Kelly et al., 2004). Importantly, it conceptualizes language teachers as cultural mediators who facilitate intercultural understanding rather than merely teaching linguistic forms. Aligning teacher education with this profile requires curricula that value experiential learning, international exchange, and collaborative professional development. It also demands institutional recognition of informal learning experiences, such as study abroad programs and virtual intercultural projects, which remain underutilized in many national contexts.

Another key influence comes from UNESCO's global teacher policy frameworks, which foreground equity, inclusion, and social responsibility. UNESCO positions teachers as central actors in promoting democratic

values, social cohesion, and sustainable development (UNESCO, 2014). For foreign language teacher education, this perspective underscores the ethical dimension of teaching languages in unequal societies. Teachers must be prepared to address linguistic discrimination, cultural stereotyping, and unequal access to language learning opportunities. Embedding social justice, inclusive pedagogy, and critical intercultural awareness into teacher education aligns foreign language teaching with broader global education goals (Schwille, Dembele, & Schubert, 2007).

Digitalization has further expanded international expectations for teachers. Frameworks such as the European Digital Competence Framework for Educators (DigCompEdu) redefine professional competence to include digital pedagogy, online assessment, and technology-mediated communication (Redecker, 2017). For foreign language teachers, digital tools enable authentic communication, access to global resources, and intercultural interaction. However, international standards emphasize that digital competence is not merely technical but pedagogical and ethical. Teacher education programs must therefore prepare candidates to critically evaluate digital tools, protect learner data, and support autonomy in online learning environments.

Despite their normative appeal, international standards also raise important challenges. One major concern is the uncritical transfer of global models into national systems without sufficient contextual adaptation. Educational traditions, institutional capacities, and sociopolitical conditions vary significantly across countries. As Darling-Hammond (2006, 2010) argues, effective teacher education reform requires coherence between policy, practice, and local realities. International standards should therefore be treated as guiding frameworks rather than rigid prescriptions.

### **3. Adapting Global Standards to the Turkish Context**

In Türkiye, foreign language teacher education has undergone significant reform over the past two decades, influenced by European integration processes, Bologna reforms, and centralized policy decisions by the Council of Higher Education (YÖK) and the Ministry of National Education (MoNE). While international standards such as the CEFR have been formally adopted in curricula and assessment policies, their integration into teacher education remains uneven. Teacher preparation programs often emphasize theoretical knowledge and exam preparation over reflective practice, sustained practicum, and performance-based evaluation.

Adapting international standards to Türkiye requires addressing several structural issues. First, stronger alignment is needed between university-based teacher education and school-based practice. International models stress the importance of mentored induction and longitudinal professional support, areas that remain underdeveloped in the Turkish system (OECD, 2019). Second, teacher education programs should move beyond compliance-oriented certification and emphasize professional growth, reflective inquiry, and classroom effectiveness. This shift would align Turkish policy more closely with international standards that prioritize outcomes rather than inputs.

Third, equity considerations are particularly relevant in Türkiye, where regional disparities and centralized teacher appointment systems affect teacher distribution. International frameworks emphasize inclusive and equitable education, suggesting the need for targeted support for teachers working in disadvantaged contexts (UNESCO, 2014). Finally, adapting global standards also requires empowering teachers as professionals rather than positioning them as passive implementers of centrally prescribed curricula.

In conclusion, international standards offer valuable reference points for rethinking foreign language teacher education, but their effectiveness depends on critical adaptation to national contexts. For Türkiye, the challenge lies in transforming formal alignment with global frameworks into meaningful pedagogical change. By strengthening practicum, induction, digital pedagogy, and professional autonomy, foreign language teacher education can move closer to international standards while responding to local needs and realities.

## **CONCLUDING REMARKS:**

### **Concluding Reflections**

Teacher education, and language teacher education in particular, is neither static nor uniform; it is a continually evolving enterprise shaped by historical legacies, sociopolitical contexts, educational policies, and the changing needs of learners and societies. Throughout this book, teacher preparation has been approached as a complex and multidimensional process that encompasses not only pedagogical knowledge and methodological competence but also professional identity formation, ethical responsibility, and sustained reflective practice. Preparing teachers, therefore, requires more than technical training; it demands critical engagement with the purposes of

education and the realities of teaching in diverse and often unpredictable contexts.

Language teacher education occupies a distinctive position within this broader landscape. Language teachers operate at the intersection of communication, culture, and identity, and their work extends beyond the classroom to shaping learners' ways of understanding the world and engaging with others. As global mobility, migration, and multilingualism continue to intensify, the role of language teachers has become increasingly complex. Consequently, language teacher education must address not only linguistic and pedagogical competence but also intercultural awareness, inclusivity, and sensitivity to learners' varied linguistic, cognitive, and social backgrounds.

Another central theme running through this volume is the importance of coherence between theory and practice. Effective teacher education programs are those that create meaningful connections between coursework, practicum experiences, and the realities of classroom life. Practicum experiences, in particular, serve as critical spaces where teacher candidates negotiate their emerging professional identities, confront challenges, and translate theoretical knowledge into practice. Supporting these processes requires well-structured mentoring, collaborative partnerships between universities and schools, and sustained opportunities for reflection and professional dialogue.

This book also underscores the necessity of viewing teacher education as a lifelong process rather than a finite stage preceding professional practice. Teachers continue to learn, adapt, and develop throughout their careers, responding to curricular reforms, technological advancements, and evolving student needs. In this sense, both pre-service and in-service teacher education play vital roles in fostering resilience, adaptability, and a commitment to continuous professional growth. Language teacher education, in particular, must remain responsive to developments in language use, assessment practices, and digital learning environments.

For the future of teacher education, and language teacher education in particular, policy decisions must be guided primarily by educational research, professional expertise, and the needs of teachers and learners, rather than by short-term political agendas or external considerations. Sustainable and effective teacher education systems require continuity, coherence, and long-term vision. Meaningful reform depends on sustained dialogue between policymakers, teacher educators, and practitioners, ensuring that policies are grounded in empirical evidence and classroom realities. By minimizing the

influence of transient political pressures, teacher education can be supported through more stable, equitable, and context-sensitive frameworks.

Ultimately, the future of teacher education depends on the collective efforts of teacher educators, policymakers, institutions, and teachers themselves. Strengthening teacher education requires informed policy decisions, sustained investment, and a recognition of teachers as reflective professionals whose voices and experiences matter. It is hoped that the perspectives and discussions presented in this book contribute to ongoing conversations in the field and encourage readers to critically reflect on existing practices, reimagine possibilities, and work toward more equitable, responsive, and effective models of teacher and language teacher education. Through such efforts, teacher education can continue to play a transformative role in shaping not only classrooms but also the broader societies in which they are embedded.

## REFERENCES

- Apple, M. W. (2006). *Educating the “right” way: Markets, standards, God, and inequality* (2nd ed.). Routledge.
- Ariğ, A. (2016). The impact of teaching practicum on pre-service teachers’ perception of ELT.
- Aristophanes. (2002). *Lysistrata and other plays*. London: Penguin Classic, pp. 66, 82, 122.
- Armutcu, N., & Yaman, Ş. (2010). The role of reflective thinking in teacher education. *Procedia – Social and Behavioral Sciences*, 2(2), 3269–3273. <https://doi.org/10.1016/j.sbspro.2010.03.499>
- Auger, P. (2016). Fashioned through use: Jacques Bellot's rules and its successors. *History of European Ideas*, 42(5), 651–664. <https://doi.org/10.1080/01916599.2016.1159880>
- Aybar, Ö., & Bingöl, Z. K. (2022). The historical background of critical pedagogy. *ADAM AKADEMİ Sosyal Bilimler Dergisi*, 13(1), 237–269.
- Ballou, D., & Podgursky, M. (1998). Teacher recruitment and retention in public and private schools. *Journal of Policy Analysis and Management*, 17(3), 393–417.
- Ballou, D., & Podgursky, M. (2000). Reforming teacher preparation and licensing: What is the evidence? *Teachers College Record*, 102(1), 5–27.
- Ballou, D., & Podgursky, M. (2001). *Personnel policy in charter schools*. Thomas B. Fordham Institute.
- Bataineh, K. B., & Tasnimi, M. (2014). Competency-based language teaching. *Express, an International Journal of Multi-Disciplinary Research*, 1(7). ISSN: 2348–2052.
- Bodner, M. G. (1986). Constructivism: A theory of knowledge. *Journal of Chemical Education*, 63, 873–878.
- Borich, G. D., & Tombari, M. L. (1997). *Educational psychology: A contemporary approach* (2nd ed.). Longman Publishing.

- Breen, M. P., Hird, B., Milton, M., Oliver, R., & Thwaite, A. (2001). *Making sense of language teaching: Teachers' principles and classroom practices*. Cambridge University Press.
- Britannica. (n.d.). Education in the earliest civilizations: The Old World civilizations of Egypt, Mesopotamia, and North China. <https://www.britannica.com/topic/education/Education-in-the-earliest-civilizations>
- Buffalo. (n.d.). Constructivism. [https://www.buffalo.edu/catt/develop/theory/constructivism.html?s2=N107006131\\_1683417608717742075](https://www.buffalo.edu/catt/develop/theory/constructivism.html?s2=N107006131_1683417608717742075)
- Cambridge. (n.d.). Professional development. <https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>
- Cochran, K. F., DeRuiter, J. A., & King, R. A. (1993). Pedagogical content knowing: An integrative model for teacher preparation. *Journal of Teacher Education*, 44, 263–272.
- Crandall, J. (2000). Language teacher education. *Annual Review of Applied Linguistics*, 20, 34–55. <https://doi.org/10.1017/S0267190500200032>
- Darling-Hammond, L. (1996). Teacher learning that supports student learning: What teachers need to know. <https://www.edutopia.org/teacher-learning-supports-student-learning>
- Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. Jossey-Bass.
- Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of Teacher Education*, 61(1–2), 35–47. <https://doi.org/10.1177/0022487109348024>
- Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Heilig, J. V. (2005). Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness. *Education Policy Analysis Archives*, 13(42).
- De Bary, W. T., & Bloom, I. (1999). *Selections from the Confucian analects: On Confucius as teacher and person* (2nd ed., Vol. 1). Columbia University Press. <https://doi.org/10.13140/RG.2.2.28470.22083>
- Downey, J. (1957). Ancient education. *The Classical Journal*, 52(8), 339.
- Dworkin, A. G., et al. (2013). The sociology of education. *Sociopedia.isa*. <https://doi.org/10.1177/2056846013122>  
[https://www.researchgate.net/publication/323953531\\_The\\_sociology\\_of\\_education](https://www.researchgate.net/publication/323953531_The_sociology_of_education)
- Ellman, M. (2021). Key concepts in teaching: Approaches to training. <https://www.cambridge.org/elt/blog/2021/04/13/key-concepts-teacher-training-4-approaches-training/>

- Embark, M. (2019). The progress of English language by the advent of the invention of printing. *Omar Al Mukhtar University*, 36, 4–12. <https://doi.org/10.54172/mjssc.v38i1.665>
- European Commission. (2013). Supporting teacher competence development for better learning outcomes. <https://www.id-e-berlin.de/files/2017/09/TWG-Teacher-Competences-final2.pdf>
- Fantu, M. (2014). Practice and challenges of practicum at Shambu College of Teacher Education, Jimma University (Unpublished Dissertation). <https://core.ac.uk/>
- Farooq, M., & Ahmed, R. (2021). Classroom management practices and learners' academic achievement in public secondary schools in Rubaga Division, Kampala-Uganda. *International Journal of Leadership Studies: Theory and Practice*, 4(3), 163–178. <https://doi.org/10.52848/ijls.892827>
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013–1055.
- Freeman, D. (2001). Second language teacher education. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 72–79). Cambridge University Press.
- Furlong, V. J., Hirst, P. U., & Pocklington, K. (1988). Initial teacher training and the role of the school. Open University Press.
- Geofrey, M. (2021). Children's prior knowledge is very important in teaching and learning in this era of constructivism.
- Gohary, S. G. Language and education in Ancient Egypt. Seminar on Egyptology—Unpublished Seminar Notes (accessed 05.09.2023).
- Güneş, F. (2020). Discussion of memorization in education. *Eğitim Kuram ve Uygulama Araştırmaları Dergisi*, 6(3), 409–418. <https://doi.org/10.38089/ekvad.2020.37>
- History. (n.d.). Mesopotamian education and schools. <https://www.historyonthenet.com/mesopotamian-education-and-schools>
- Huanying, Y. (1993). Confucius (K'ung Tzu) (551–479 BC). Paris, UNESCO: International Bureau of Education, 23(1/2), 211–219.
- International Scientific-Practical Conference. (2021, April 9). The 2nd international conference on XXI century skills in language teaching and learning.

- Jenset, I. S., Klette, K., & Hammerness, K. (2018). Grounding teacher education in practice around the world: An examination of teacher education coursework in teacher education programs in Finland, Norway, and the United States. *Journal of Teacher Education*, 69(2), 184–197.
- Kansanen, P. (2003). Teacher education in Finland: Current models and new developments. In B. Moon, L. Vlasceanu, & L. C. Barrows (Eds.), *Institutional approaches to teacher education within higher education in Europe* (pp. 85–108). UNESCO-CEPES.
- Kesal, F., & Aksu, M. (2005). Constructivist learning environment in ELT methodology II courses. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28, 118–126.
- Kirschner, S. R. (2015). Inclusive education. In W. G. Scarlett (Ed.), *Sage encyclopedia of classroom management*. Sage.
- Kramer, S. N. (1963). *The Sumerians: Their history, culture, and character*. The University of Chicago Press.
- Labaree, D. F. (2004). An uneasy relationship: The history of teacher education in the university. *Stanford University*, 291–306.
- Leonhardt, J. (2013). *Latin: Story of a world language* (K. Kronenberg, Trans.). The Belknap Press of Harvard University Press.
- Li, D. A. (2020). Practicum period article. *AM Journal of Art and Media Studies*, July 2020. <https://www.researchgate.net/publication/343046647>
- McLelland, N., & Smith, R. (2018). Introduction: Establishing HoLLT: The history of language learning and teaching. Cambridge: Legenda.
- Mavrogenes, G. (1980). Reading in Ancient Greece. *Journal of Reading*, 23(8), 693.
- Mirici, H. (2017). Reflections on practicum experiences of non-ELT student teachers in Turkey. *ELT Research Journal*, 6(3), 276–292. ISSN: 2146-9814
- Mitchell, D. (2009). Inclusive education. *Commonwealth Education Partnerships*. <https://www.cedol.org/wp-content/uploads/2012/02/55-57-2009.pdf>
- Muxtorjonovna, A. M. Historical overview of foreign language teaching in Europe.
- Narst. (n.d.). Pedagogical content knowledge. <https://narst.org/research-matters/pedagogical-content-knowledge>
- Noddings, N. (2018). *Philosophy of education* (4th ed.). Routledge.

- Nunan, D. (2007). Standard-based approaches to the evaluation of ESL instruction. *Express, an International Journal of Multi-Disciplinary Research*, 1(7). [www.express-journal.com](http://www.express-journal.com)
- OECD. (2005). *Teachers matter: Attracting, developing and retaining effective teachers*. OECD Publishing.
- OECD. (2019). *A flying start: Improving initial teacher preparation systems*. OECD Publishing.
- Oxford. (n.d.). <https://www.ox.ac.uk/admissions/undergraduate/student-life/exceptional-education/personalised-learning>
- Öztürk, G., & Aydın, B. (2019). English language teacher education in Turkey: Why do we fail and what policy reforms are needed? *Anadolu Journal of Educational Sciences International*, 9(1), 181–213. <https://doi.org/10.18039/ajesi.520842>
- Parsons, L. (2022). Why is professional development important? <https://professional.dce.harvard.edu/blog/why-is-professional-development-important/>
- Patrathy, S. Sociology of education. MA Sociology, Part 16. [https://ddcutkal.ac.in/Syllabus/MA\\_SOCIOLOGY/Paper-16.pdf](https://ddcutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-16.pdf)
- Plutarch. (n.d.). The training of children. *Ancient History Source Book*, pp. 8–9.
- Raade, A. (2023). Teacher education and practicum in Norway: Bridging theory and practice. *European Journal of Teacher Education*, 46(2), 245–260. <https://doi.org/10.1080/02619768.2022.2085403>
- Richards, J., & Crookes, C. (1988). The practicum in TESOL. *TESOL Quarterly*, 22(1). [https://link.springer.com/chapter/10.1007/978-94-011-4419-3\\_12](https://link.springer.com/chapter/10.1007/978-94-011-4419-3_12)
- Richards, J. C., Conway, C., Roskvist, A., & Harvey, S. (2013). Foreign language teacher proficiency and classroom language use. *Language Teaching Research*, 17(2), 231–246. <https://doi.org/10.1177/1362168812466663>
- Ries, K. (2016). Preparing culturally responsive teachers in the United States. *Journal of Teacher Education*, 67(3), 222–234. <https://doi.org/10.1177/0022487116643352>
- Routes into teaching. (n.d.). [https://www.agcas.org.uk/write/MediaUploads/General%20Imagery/Publications/Routes\\_into\\_Teaching\\_20\\_final.pdf](https://www.agcas.org.uk/write/MediaUploads/General%20Imagery/Publications/Routes_into_Teaching_20_final.pdf)

- Sahibzada, H. E., & Naz, S. (2015). Education in the Ancient Greek civilization—Lesson from the past. *Research Bulletin of the Department of Archaeology, University of Peshawar*, 26.
- Schrivener, J. (2012). *Classroom management techniques*. Cambridge University Press.
- Schwille, J., Dembele, M., & Schubert, J. (2007). *Global perspectives on teacher learning: Improving policy and practice*. UNESCO–IIEP.
- Shing, C. L., Rohaida, Saat, M., & Loke, S. H. (2015). The knowledge of teaching – Pedagogical content knowledge (PCK). <https://files.eric.ed.gov/fulltext/EJ1085915.pdf>
- Standrews. (2023). All that you need to know about the holistic approach to children’s education. <https://www.standrewssukhumvit.com/holistic-approach-children-education/#:~:text=Holistic%20education%20takes%20a%20big,their%20individual%20needs%20are%20met>.
- Stenger, M. (2014). Why curiosity enhances learning. <https://www.edutopia.org/blog/why-curiosity-enhances-learning-marianne-stenger>
- Taşdemir, H., & Gümüşok, F. (2023). Self-evaluation as a form of reflective practice in the practicum. *Journal of Language Education and Research*, 9(2), 515–534.
- Taylor, B. (2016). From Plato’s Academy to Aristotle’s Lyceum: How the Scholarch model radicalizes the role of the student. [https://www.academia.edu/24723102/From\\_Platos\\_Academy\\_to\\_Aristotles\\_Lyceum\\_How\\_the\\_Scholarch\\_Model\\_Radicalizes\\_the\\_Role\\_of\\_the\\_Student](https://www.academia.edu/24723102/From_Platos_Academy_to_Aristotles_Lyceum_How_the_Scholarch_Model_Radicalizes_the_Role_of_the_Student)
- Teach... (n.d.). <https://www.teachingenglish.org.uk/professionaldevelopment/teachers/knowning-subject/n-p/product-oriented-syllabus>
- Teacher Training. (2007). In *The Columbia Electronic Encyclopedia* (6th ed.). <http://www.infoplease.com/ce6/society/A0848026.html>
- TEFL. (n.d.). <https://tefl-toolkit.com/blogs/the-tefl-toolkit-blog/english-language-teaching-approaches-methods-and-techniques>
- Thanasoulas, D. (n.d.). History of English language teaching. <https://www.englishclub.com/efl/tefl/tips/history-of-english-language-teaching/>
- Thompson, G. (2020). The JET programme and English education reform in Japan. *TESOL Quarterly*, 54(1), 249–257. <https://doi.org/10.1002/tesq.541>

- Trent, J. (2013). Becoming a teacher: The identity construction experiences of beginning teachers in Hong Kong. *Asia-Pacific Journal of Teacher Education*, 41(4), 363–383. <https://doi.org/10.1080/1359866X.2013.838621>
- Tryggvason, M. T. (2009). Why is Finnish teacher education successful? *Journal of Education for Teaching*, 35(4), 369–382. <https://doi.org/10.1080/02607470903222533>
- UCL. (2017). Academic manual chapter 8: Derogations and variations. UCL Institute of Education Initial Teacher Education Regulations 2017–18.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.
- Varjo, J. (2020). The rise of the Finnish comprehensive school in the 1960 and 1970: Exploring textbooks and cultural change in Nordic education. In Chapter 17 (pp. 275–293). [https://doi.org/10.1163/9789004449558\\_022](https://doi.org/10.1163/9789004449558_022)
- Waltraet, B. (1991). The semantics of data.
- Watanabe, Y. (2016). English teacher education in Japan: Challenges and reform initiatives. *Language Teaching Research*, 20(1), 89–106. <https://doi.org/10.1177/1362168814541710>
- Widdowson, H. G. (1997). Approaches to second language teaching education. In G. Tucker & D. Corson (Eds.), *Encyclopedia of Language and Education*, 4: *Second Language Education*, 121–129. Kluwer Academic Publishers.
- Wisdom of Hummingbird. <https://faculty.washington.edu/kbunn/Yahgulaanaas%20Hummingbird.pdf>
- Yılmaz, K. (2008). Constructivism: Its theoretical underpinnings, variations, and implications for classroom instruction. *Educational Horizons*, Spring 2008.
- Yüner, B. (2022). Teachers' professional development needs and barriers: The case of Turkey. *Kastamonu Education Journal*, 30(1), 1–10. <https://doi.org/10.24106/kefdergi.739576>
- Yükseköğretim Kurulu (YÖK). (2018). Pedagojik formasyon eğitimi sertifikası programına ilişkin usul ve esaslar. Ankara: YÖK.
- Yükseköğretim Kurulu (YÖK). (2020). Öğretmen yetiştirme ve pedagojik formasyon uygulamalarına ilişkin kararlar. Ankara: YÖK.

- Zeybek, G., & Karataş, K. (2022). Öğretmenlik deneyimine ilk adım: Öğretmenlik uygulaması sürecinin incelenmesi. *Manas Sosyal Araştırmalar Dergisi*, 11(3), 973–990.
- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61(1–2), 89–99.