

TEACHER EDUCATION

Language Teacher Education

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PREFACE

This book aims to introduce the process of teacher education in general and foreign language teacher education in particular. The book contains teacher education related topics such as teacher training and teacher education models, professional development and how teachers employ their pedagogical knowledge, content knowledge and teacher's knowledge of practice received during the initial education from the faculty of education. Additionally, practicum will be explained in terms mentees and mentors and the procedure that well developed countries follow.

It is hoped that the book will provide a valuable contribution to the teacher education in foreign and second language teaching and will be of considerable interest to teacher and teacher educators as well as others interested in understanding teacher education.

The book consists of six chapters and each of them focus on different aspects of teacher education. It is hoped that this book will further our understanding of teacher and teacher education.

First chapter introduces teaching and teacher education in general and how teacher education and language education has evolved over time.

Second chapter describes teacher education and language teaching in particular and provides examples from other countries.

The third chapter attempts to explain the content of language teacher education, the teaching hours they receive and what content area student teacher have to follow during their pre-service education.

The fourth chapter examines the approaches in teacher education. Namely, the three teaching models: craft-model, applied-science model and reflective model and how the content of teacher education programmes are delivered according to these models.

The fifth chapter explains the mission, content and applications of practicum at schools and give some examples form other countries' teaching practices.

The sixth chapter describes professional development, explains why professional development is a key concept in any education system and some examples of professional development are provided within the chapter.

Acknowledge

Education is the most fundamental aspect of man's engagement with his 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 paths that teachers go through in their own education has 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 Dukdikdiya-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, students.

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 equal access to learning and materials.

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CHAPTER 1

The History of Teacher Education And Foreign Language Teacher Education

This chapter will give a historical overview of teacher education and foreign language teacher education. The chapter describes teaching from the Ancient civilizations up to the 21st century by giving examples from various contexts. It will also present how foreign language teaching evolved over time and new methods accompanied this change and factors affect the education system and what are the consequences of these factors. Since foreign language teacher education is a part of teacher education the chapter will deal with both concepts in the same chapter.

For humanity, past has always been a source of illumination to frame present and future. Learning from past helps to understand the failure and success and evaluation of what has been done, and it also 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 noblemen'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.

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 a 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).

Egyptian 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 sentence 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 (Gohary, n.d.).

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 figures 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 described the features of a 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.’ (Huanyin, 1993, p:4). The profound effect of Confucius’ and his 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 Huan-ying (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 activities for the citizens to be healthy and have good physical appearance. Spartans and Athenians were different in terms of aim of education: Spartans 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 knowledgeable man 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 institution' was founded and these two were the first higher education institutions 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 as New World civilizations such as Aztecs, Incas and Maya, (Britannica, online: n.d.).

CHAPTER 2

Teacher Education around World

This chapter will focus on teacher education from other places and foreign language teacher education. It will also explain what kind of knowledge teachers must acquire.

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 standards 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 are 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 (narst, 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, 200; Geofrey, 2021; Bodner, 1986).

According to constructivism information is processed through assimilation (Geofrey, 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, De-Ruiter 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 constructivist 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.

a. Foreign Language Teacher Education Around the World

The first language teaching records date 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; teaching language at that time focused on grammar, and memorisation of vocabulary in the literary texts, 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 as foreign languages, (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 conversa-

tional 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.

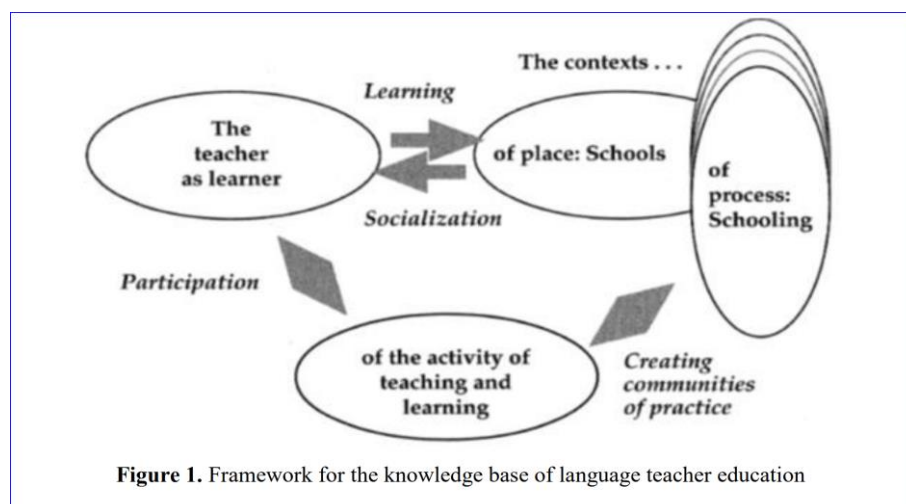
First formal teacher training started in France in 1600s by St. John Baptist de la Salle (Teacher 2007). Later, in the United States, in 1820s and 1830s teacher training became common in the academies, and the first two-year post-high school training institute for elementary school teachers was opened, 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, (Çinar, &Doğan, 2019). In Finland, in 1970s universities started to provide teacher education in some subject areas such preschool teacher, guidance and counseling (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 framework of Freeman and Johnson (1998) taken from Özgür & Aydın (2019, p: 182)

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.

To Özgür and Aydın (2019) there should always be 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

b. 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. It is not only a matter of programmes. The process is mainly shaped by the country's political, social and economic factors. To Cochran-Smith (2005) 'teacher education has strongly institutional character and is one of the most politicized areas in education'. Although it seems that universities are entirely 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 reflects 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 3

Language Teacher Education as a content

This chapter will explain the teacher education and as a part of it the language teacher education and how they are connected to each other. The language teacher education contents to prepare trainees for the future profession.

To Crandalls (2000) Language teacher education is a 'microcosm' of teacher education, and some of the new currents dominated language teacher education are in fact emanated from general language teacher education and therefore language teacher education and teacher education are mutually complementary and cannot be considered as two distinctive educational entities. To understand what teachers are receiving in terms of field-related and pedagogical knowledge may help how to improve teacher education as well as language teacher education. So, comprehending is the starting point to make changes and amend the existing education programmes. Therefore, any studies or research from the real classes seem to be a must for the improvement in education.

In most countries, teachers are required to have minimum qualifications of bachelor's degree. The qualifications are mainly provided by a university, college or an accredited institution. The candidates complete a 3-4 or 5-year program to teach at primary, elementary and secondary levels. The length of time may vary from country to another.

Usually the programmes are to equip teacher candidates with pedagogical knowledge and subject based knowledge. Teacher education or teacher training programmes are provided by the language teaching departments, foreign language departments, linguistics and the faculty of science and literature or departments of language, culture and linguistics. The content based knowledge, pedagogical knowledge and practice skills are mainly given by these departments or schools of education.

Although the richness and practicality of the content depends on the special needs of the country and the content of these programmes may show variation within a country or across countries, the content mainly depends on what is emphasised on teacher education and language teacher education. The standards for the teaching profession and for the entry of the teacher education programmes mentioned above are also set by the policy makers. The policy, besides defining the standards for teaching profession, it sets the registrations and licences and accreditations of the education programmes as well. Educational policy entails various parameters such as regulations, principles that are set and applied by the governments. These regulations and principles mainly includes instructional curriculum, financial aspects of education, that is how much will be allocated for the education budget, constructing physical buildings and the number of the educational institutions, teacher training, right to education, educational opportunities and the age of compulsory education, the length of higher education.

The implementation of all these are the main goal of the government and its priorities. Subject knowledge and which skills have to be taught are placed in the curriculum however the benchmarks of teacher education content, outcomes of education, the learning intentions are also specified in the instructional programmes that set by the policy makers. How these learning intentions and outcomes will be assessed. Pre-service and in-service teachers' training and professional developments are also shaped by these principles and educational policies. The policy aims that all students including biodivergentes, disadvantaged groups and those from different cultural social background receive equal education and have the same opportunities in accessing and using instructional materials.

Depending on the country's needs, at regular intervals, the policies need to be amended or replaced with ones. The content of teacher education is to balance the demand of the society culturally, socially, economically and politically. Transmission of the content witnessed some changes. For example, Crandell (2000) classifies these changes under four headings:

Product-oriented approach which is only based on the outcomes of education rather than the process of learning and the achievement is considered as the

success main criteria. Behaviourism is product-oriented in principles and applications. To Crandell (2000), product-oriented theories disregard the nature of learning processes and the value of critical thinking skills. For example in product-oriented theory, learning is assessed by the success of using “grammatical, functional and lexical syllabi”, (teach... n.d.; paragraph:2). This approach is also called traditional, transmission-oriented teaching approach in which teachers and student teachers are believed to be a passive recipients of transmitted knowledge, and the teacher is the only power in the class, (Crandell, 2000). In this approach, observations, imitating, practice teaching are the core elements of teaching and learning., (Crandall, 1994)

Learner-centred approach which is also called student-centred approach, focuses on guidance for learners and makes the learners aware of the learning expectations, gives them access to learning materials.

Holistic approach values individual differences and give priority to the difficulties that students experience. It has been described as:

“Holistic education takes a big-picture view of learning. It emphasizes the development of the whole person—intellectually, emotionally, physically, and spiritually. This approach sees children as individuals with unique needs and talents and recognizes that children learn best when their individual needs are met. Holistic education recognizes that children learn best when they are engaged in learning experiences that are meaningful and enjoyable. It encourages students to explore their interests and express themselves in multiple ways. Holistic education also emphasizes the importance of the environment and community, and it strives to help students become responsible citizens.” (standrew, 2023; paragraph:3)

To constructivist process oriented approach emerged from the constructivism. It is believed that learners construct knowledge through experiencing the knowledge and reconstruct it. Experiences and prior knowledge are favoured.

Recently, 21st century witnessed various trends in teacher education: inquiry based on critical pedagogy, digital pedagogy, flipped classrooms, blended-learning and many more other trends affect the delivery of the course content.

In conclusion, The content is the core area of teacher education. It contains the teacher preparation and development programmes. Within this area a wide range of different subjects and themes are presented to furnish prospective teachers. It aims to provide field related knowledge, field related skills, and the necessary pedagogy. Teacher education as stated above is given through educational programmes within schools of education or faculty of education. Each departments in the faculty of education and schools of education have their own content shaped by the principles of educational policies established by the government. Although the core subjects may vary from one country to another even from one school to another educational theories in teacher education aim to transmit the acquired knowledge in a perfect way and empower teachers and student teachers but each focuses on different aspects of teaching practice. The following part presents the content of foreign language teacher education:

- **Educational psychology**

It explores how individuals learn, how cognitive development affect learning. Educational psychology consider learning as an individual entity and that not every individual learns in the same way. It also focuses on emotional aspect of learning , it emphasizes that we are learning not only by our brain but also with our emotions as our happiness or sadness will affect our learning. Within the scope of teacher education programmes student teachers receive other courses about personal and social development, cognitive learning, understanding the nature of thinking and learning and classroom learning, they also need to know what motivates individual to focus on learning and take part in and out of class activities voluntarily, it also covers what motivates learners and the role of motivation in learning.

- **Curriculum Design**

The knowledge and practice of the types of curriculum, the components of curriculum, lesson planning, approaches and methods to teach effectively and program development are the core themes of curriculum design course.

- **Assessment and test preparation**

In this course student teachers have gain insight of how to prepare an effective test, how to measure the reliability and validity of a test, choose age-appropriate question addressing to different cognitive and meta-cognitive levels and use different assessment techniques. Student teachers gain ability to set course objectives, asses these objectives and learn standardized tests and assess performance.

- **Inclusive and divergent education**

According to Kirschner (2015), in modern countries human beings have equal rights, including the right of access to education and education has to respond and respect to human diversity and emphasize democratic moral codes and respect to his diversity.

The two terms inclusive and divergent may seem to refer to two different concepts but in fact they both refer to embracing the differences and give the necessary support to those who need it. Inclusive education requires some procedures and rules that must be followed, first of, all students who are underperform and need additional support share the same classroom with typical learners, . By this, it is aimed to integrate atypical learners with typical learners. To Mitchell (2009), the aim of inclusive education is to recognize that learners have diverse abilities and interest and may be from diverse backgrounds and therefore he defines it as 'Education that Fits' (Mitchell, 2009; p:55). The course in the faculty of education does not give in depth knowledge and opportunity to practice however it aims to teach how to approach atypical learners within educational context.

- **Classroom management**

Effective learning can happen only when classroom management is effective. Class management is a vital skill for teaching however managing pupils in the class is not a simple matter. Teachers need to know why class management is needed and how this skill can be developed as it may backlash while trying to control the class. Farooq and Ahmad (2021) evaluated three subconstructs of classroom management namely classroom organization, classroom discipline and classroom instructional methods as predictors of learners' academic

achievement. To authors, 'Classroom management is a key determinant factor for child upbringing in terms of academic excellence and moral uprightness. To achieve academic excellence and moral uprightness schools must ensure that there is a conducive, adequate and sustainable friendly classroom environment which enables both learners and instructors to interact freely.' Therefore learning environment is one of the key factors in establishing a relationship between teacher and students and student- students and this eventually will affect mutual relationship as well as achievement.

- **Philosophy of education**

Education has to follow certain ethical rules and teach social norms and ethics within education but meanwhile teachers have their own philosophy of teaching and the way they consider education as well. How education is viewed by the society, the role of the educational norms and ethics in society are the subjects topics of the course. It also helps teachers to build up their own teaching philosophy. To Noddings (2015) within the area of Teaching Philosophy the following questions should be addressed:

"What should be the aims or purposes of education? Who should be educated? Should education differ according to natural interests and abilities? What role should the state play in education?" (Noddings, 2018; p:1)

The course does not go through all philosophical theories of education but it focuses mainly on "philosophical study of education and its problems" (Noddings, 2018). To Noddings (2018) philosophers have not usually created new educational theories or theories of learning but they analyse the existing theories and propose suggestions and make comments, raise their demur for the theory to be revised or abandoned. Aybar & Bingöl, (2022). Underline the value of philosophy as "Understanding and gaining value of philosophy depends on a better understanding of education, and a better understanding of education depends on a better understanding of philosophy". (p:240).

- **Sociology of education**

To Gary Dworkin et al., (2013), one of the role of sociology as a system is to transmit society's culture and social order to new generations. The concept of

sociology in education is to help what norms and social orders need to be transmitted and it also deals with the relationship between individuals and society, education and Society, and the demands of society for education, education and development. Within this course student teachers become familiar with the culture, formal and informal role of society in education, social norms and values, cultural changes within a society and social roles of individuals in the society. How and why the schools are formed in the society and school -society relationship are the core topic of this course. To Satapaty (ud), the reason why sociology is studied at schools is that the mission of education is to transmitt culture and traditions and construct the social identity of individual in the society they live in.

- **Teaching methods: micro and macro teaching practices**

The course initially focuses on theores of language teaching and practicing the four macro skills of writing, listening, reading, and speaking and sub-skills such as grammar, punctuation, vocabulary, pronunciation and phonetics and how to teach them. In this course, students teachers are also taught how to plan a lesson, plan each stages of the lesson plan and what do at each stage. They also need to know the techniques, approaches and strategies to teach each skills. They are encouraged to develop their teaching view and consider individual differences while developing their teaching skills. As a part of course requirements they have to deliver a micro teaching in the class.

- **Instructional technology**

The course aims to incorporate techonology into teaching and learning and equipped teacher with the latest educational technology to get utmost benefits from Web 0.2 tools and other online means designed for learning. Interactive activities and online assessment are part of this course.

- **Pragmatics**

Course aims to teach the significant of context in a conversation, how people understand each other from different backgrounds, non-verbal language, how contextualized meaning may varyi depending on various factors. It covers speech acts theory, politeness strategies, maxims of conversation, the functions

of utterances and discourses analysis and how individuals bring their cultural experiences in to a conversation.

- **Linguistics**

This course provides students an introduction of the study of modern English language, and its phonology, syntax, morphology, phonology, semantics, phonetics, and pragmatics. The course gives students opportunity to analyse the structure of English language as well as concepts and ideas to describe and analyse the English language.

- **Inclusive Education**

This course provides more general knowledge to support diverse learners, but it lacks teaching practice with the learners having learning difficulties. The course covers a range of topics including dyspraxia (DCD), autism, *attention deficit* hyperactivity disorder (ADHD), Dyslexia, Autism and all other neurodivergent conditions.

- **Second Language Acquisition**

The course overviews the process of language learning. It shows the difference between first and second language acquisition and learning environment and the factors that affect learning a second language. It describes various language learning settings such as natural setting which refers to the process of mother tongue learning and classroom environment where the setting is set to be similar to that of mother tongue. The course emphasizes the value of natural exposure of language, developmental stages and second language learning theories such as Chomskian Critical Age Hypothesis, Krashen's monitoring, affective filter, in put and natural order hypothesis. The aim of the course is to make comparison between the first and second language learning.

- **Practicum**

Practicum or school experience provides opportunity to student teachers to become socialized into the profession (Furlong et.al, 1988).

Student teachers have to go to school for two terms each consists of 12 weeks. In both semesters the course provides an opportunity to practice at real schools of all elementary and high School under the supervision of a mentor teacher in the placement school. During the 12 weeks of placement student teachers are required to deliver at least six hours of teaching practice, prepare lesson plans, assess students' papers and additionally they have to reflect on their teaching weekly under the supervision of university lecturer and receive support from the university. The course gives opportunity to learn how to establish rapport with students and develop social relationship and classroom management. Since practicum is the skeleton of teacher education, it will be handled as a separate part in the book.

Teachers receive the above or similar courses with almost same content but the mode of delivery may change. Teacher qualifications may also vary however in almost many countries teachers are required to hold at least a bachelor's degree. The candidates complete a 3 or 4 -year- program to teach both at elementary and secondary level. In Turkey it used to be 2 year-programme with limited subject courses in 1970's and early 80s, later it was extended to 3 years and finally 4 year-programme was accepted and faculties of education are now the only institutions to provide teacher education.

In the UK, individuals also pursue a Bachelor's degree in Primary education for three or four years of study and these undergraduate programmes provide qualifications for teaching but not all of the universities offer such degree and they are not common. Students enrolled in these programmes have to take the academic courses as well as teaching practice, (UCL, 2017). However usually there are routes to become teachers for secondary schools (like foreign language maths, history, chemistry and other major subjects). For example, PGDE (in Scotland), PGCE (in England) is one-full-year full time study to become a teacher. The programme requires academic coursework and as well as placement which is practical teaching experience. Another way of becoming a teacher is individual without teacher qualifications they register with School Direct and Teach First Programme and individuals are trained directly within a school and it takes two years, (Routes into teaching, n.d.).

In the USA the process of becoming a teacher is similiar to UK however there are more schools providing teacher qualifications status and as well as other roots for becoming teacher. Teacher training colleges also provide such qualifications.

Student teachers receive the content knowledge during their bachelor's degree and transfer this knowledge at the placement schools however there is no single way of transferring this knowledge as the needs of students and teachers are constantly changing and new demands come forward and new educational policies come to effect while the old ones are abolished. So, the content and the process of educational policise are dynamic and subject to changes. Practicum will be discussed in a separate chapter. (see Chapter)

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 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.

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 concern 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 the 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 or 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 recognize 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.

1. 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.

a. 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 competency-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 within behavioural paradigm too.

"In micro teaching, re-service or in-service teachers are asked to imitate sample models of target behaviours. Competency-based teacher education is an objectives-driven approach which provides teachers with aims which are stated as observable behaviours. In both conditions the in-service teachers are regarded as passive recipients; and the teacher educators are the ultimate role models providing models of action and behaviour. The aim in model-based teacher education is not to influence mental skills or cognition, but only to shape or change behaviour. 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 setting.” (p:46).

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

To 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 & Tasnimi, 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 Tasnimi (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.

b. 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).

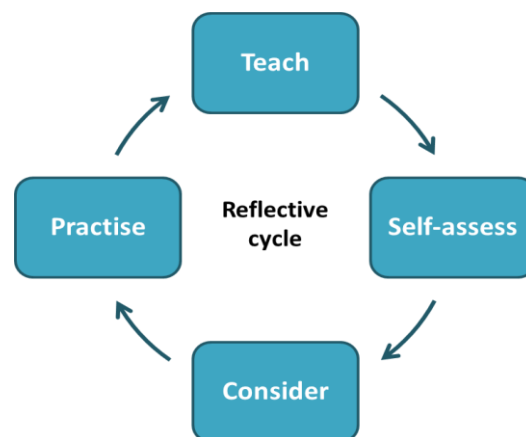
This method is also called technicism or technicist (Barney, 2020). "For Hodkinson (2011), "technical rationalism assumes that people can be

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).

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

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 its own pros and cons. Additionally, due to the complex nature 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

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 bachelor's 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 & Kasim, (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 education. 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's perception, and proficiency level can have affect 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.

a. Teachers' Perception into Teaching

Pre-service teachers always hold either positive or negative feelings about teaching a language. Choy, Wong, Goh, and Ling Low (2014) state that teachers tend to compare their previous experiences 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 their study, Choy, et al. (2014), pre-service teachers have an opportunity to observe 5 weeks the primary and secondary schools as an assistant teacher starting from the second grade in Singapore. In this period, the trainees are not allowed to teach but only to observe the class from the back row of the classroom. This is a great opportunity for the trainees to observe and benefit as they notice students' learning practices, their manners and behavior towards the teacher and how the teacher handles if any issue happens or concerns arise. In addition to this view, long observation can be challenging at some point but as mentioned it could also be accomplished successfully and effective for the sake of pre-service teachers. For instance, student teachers in Turkey have to deliver micro-teachings in their third year in their own class with their classmates by presenting the lesson plans and materials to the class. 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, et al. (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. Observation during practicum also offer witnessing the real conditions and through that way student teachers can construct confidence and become self-sufficient and autonomous.

b. 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 as they have to use the target language as a means for communication in and outside of the classroom. If it is not proficient enough or improved after certain time, it can negatively affect students' development of the target language (Richards, et al., 2013). The researchers also recommend that teachers of second language should master the context and content knowledge to supply the best and the most effective 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 the results of 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 content topic. The candidates constantly learn to repeat the instruction of the activity to double-check the comprehension of the students and develop strategies instantly but may not happen all of a sudden as dealing with immediate issues requires skills and experience and the trainees learn this through practicum. Additionally, the trainees realize some classroom behaviours and they later learn these as sustainable and constant behaviours, for example, they learn that students need some time to grasp the information, to internalize the knowledge and need some time to produce effective output in the class. On the other hand, in the schools, to the authors' experience, there are still teachers with a lower level of language proficiency who are struggling with providing efficient input for the students and avoid employing four integrated skills in the classroom as they are not qualified enough to deliver such interactive courses. Those teachers are 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. Unfortunately, such in-service teachers are teaching language in schools and there is no system to control them and to help them improve their teaching skills in most countries. In-service trainings are provided but limited and not sustainable.

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. Another issue, since language teachers do not use language interactively and efficiently in the class, over the years their language proficiency may diminish or become rusty because they do not employ the language. Therefore, the schools should follow two ways, change enrich the instructional curriculum with ample interactive topics and force teacher to use the language functionally and efficiently and employ interactive activities in the class and provide professional development opportunities to avoid this. A regular professional development endeavours or a short-term training courses provided by the experts or universities will enable teachers to improve their language and teaching skills. Additionally, through that way they will update their pedagogical knowledge and teaching methods. To Mirici (2017), The success of practicum process does not only depend on prospective teachers but all other parties such as university supervisors, placement school mentors and school administrators that involved in practicum. The effectiveness of practicum also depends on the feed backs from the university supervisors and mentors and the reflective practices of student teachers.

As mentioned above, practicum period requires involvement of various agents such as supervision of mentors, and that of school supervisors or academics. Regarding the necessary practices reflection plays a pivotal role in practicum process. So, reflection is another component and indispensable part of practicum that contribute to student teachers' content knowledge and teaching skills as well as intercultural communication skills. Usually student teachers are asked to reflect on what they have done in the class and to think about their teaching

behaviours critically and derive some analysis and outcomes from their teaching experiences to refine their teaching skills.

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

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.

CHAPTER 6

Professional development

“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 updated and in-service teachers 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 standards?

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 is 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.

First, 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 teachniques, 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).

Professional development can be formal or informal and in various forms: workshops conferences, membership of professional instutions, 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.

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. 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; Paragraf:1-3). Another benefits of such programmes is that mentors are strengthen their knowledge during such practices while teaching to graduates, (Darling-Hammond, 1994). Teherfore, 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; paragraf: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 immigrat 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 institutions and there should be sustainability in such programmes. As mentioned above, reflections play a pivotal role in teacher education and training. Therefore universities 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

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