YOU ARE HOW YOU'RE TRAINED AT COLLEGE: REMARKS ON THE ENGLISH LANGUAGE TEACHER PREPARATION PROGRAMS IN TÜRKİYE

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1. Introduction

This chapter will first underline the role of the teachers and teacher educators with an emphasis on their leading role in shaping the lives of learners at all levels. In the rest of the chapter, such topics as how English language teachers are trained in Türkiye and the official curriculum followed in the schools of education will be delineated. The chapter will also situate an argument that the types of the courses and the course contents offered to the prospective teachers of English need to be redesigned to correspond to the realities of the workforce. The authors argue that the curricular change enacted by the Council of Higher Education Council (CoHe) in 2020 could be used as a logical starting point to restructure the English language teaching (ELT) curriculum across the country.

2. The Role of Teachers and Teacher Educators in Education

What makes education unique? There will obviously be various answers to this question. Everyone would agree that the educational practice is unique in itself and individuals experience learning differently. However, common sense ensures that the teacher is the one who plants the seeds of this experience, and therefore, plays a pivotal role in shaping educational practices at all levels. The teachers, as a dynamic force, could inspire students and make a huge difference in influencing and shaping students' lives. To Kaur (2019), teacher is the main factor in student's success. Makoveç (2018) asserts that, there are two factors that influence a teacher's role: internal and external ones. External is social and cultural and includes the expectations of the role of the teacher from students, parents, and public whereas the internal one is the teacher's own perception of their role. From the institutional perspective, there are various studies (Ajaykumar & Pawar, 2011; Kaur 2019; Makoveç, 2018; Murati, 2015) that underline the significance of teacher's role in actualizing the school aims. In relation to this point, Kaur (2019) argues that, teachers carry the system and they are the real possessors of the product of education. That being said, as the society changes the role of the teacher changes accordingly. The swicth in the role of the teacher from being a major source of knowledge to a class conductor is a good indicator of this change. Chilingaryan et al. (2016) describe this change as 'a human in a human'. According to this phrase, the researchers state that the teachers bear more responsibility; not only by preparing a professional, but educating citizens. Furthermore, Chilingaryan et al. (2016) assert that as the teachers hold a holistic and moral compass in human life, they could well be called the designers of human soul.

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While teachers play a significant role in motivating students and furnishing them with necessary academic and life skills, they are also the key figures who could improve the education system and meet the demands of the age they live in by setting a role model and inspiring their students. Besides, some other major roles of a teacher have been identified as creating students-friendly and educative curricula that foster student's development and provide opportunity to use their knowledge both in and out of the classroom (Tewari, 2016). Therefore, the teacher has a leading role in actualization of education. In order for the teachers to actualize the educational agenda, they need to be given the flexibility to do changes in their teaching practices rather than stick to an imposed curriculum. Teacher education is a key principle of any education system designing citizens. Given that the changes and rapid developments have been taking place in every sphere of life, education requires competent teachers and teacher trainees to embrace such changes accordingly. Changes also urge the related people to gauge teacher education programs and the courses. Above all else, the teachers are an integral part of this strong power and dynamic force in education. Thus, what teachers teach and to what extent students make use of the knowledge received in the class, the transferibility of knowledge into teaching practices are a matter of life and death. This is particularly important in the challenging and competitive world and is fundamental for the high-quality education.

With regards to the transferability of the formal training to actual teaching contexts, a survey study carried out by Chia et al. (2021) emphasizes the vitality of materialization of the knowledge offered in the programs offered to teacher candidates. In their study, although most of the participants are found to be able to transfer their knowledge, there is still a group of participants who are unable to transfer their knowledge learned at university. Their study identified gaps in current practice and they found the participants developing an idea for educational intervention but failed to implement their knowledge.

In a similar vein, Korkmaz (2017), highlighting the necessity of the pre-service teachers being fully equipped with transferable skills, argues that the teacher trainees should be provided with the opportunuties to apply the knowledge into teaching practices (Jadidi & Bagheri, 2014; as cited in Korkmaz, 2017).

On the other hand, it is believed that not all of the courses taught in the schools of education, particularly in the ELT departments, are practical (Korkmaz, 2017; Uztosun & Troudi, 2015) and the bridge between theory and practice needs to be built by the teacher educators. The teacher candidates cannot make use of the all courses taught and transfer them to their teaching contexts. If learned skills are not transferable, this needs to be scrutinized for the quality and effectiveness of education and immediate steps should be taken to unriddle. Admittedly, translating knowledge gained throughout formal teacher training programs into practice in the

teaching contexts is of acute importance in the challenging era of 21st century as mentioned above.

Then the question as to why the courses offered in the teacher preparation programs cannot be materialized stands out as a critical question begging for an answer. Or, how come many credit hours devoted to teacher preparation cannot be morphed into flesh and blood in the classroom when the teacher candidates start teaching? The reasons may be varied. However, the content of the courses taught, the practicality of the knowledge and the capability of teacher educators to tailor the courses to meet the demands of the work force might come to fore as possible answers.

To Dengerink et al. (2015), the profession of teacher educators is totaly different from teachers, as the first group is seen as teacher of teachers and researchers and this is a key element in the development of teacher educators and their profession. Changing or redesigning teacher education has always been an action plan in the ajanda of every government. We need to do this for two reasons as has been underlined in the OECD report (2018, p. 2)

- What knowledge, skills, attitudes and values will today's students need to thrive and shape their world?
- How can instructional systems develop these knowledge, skills, attitudes and values effectively?

As can be inferred, teacher educators are in the core of these two questions. Answering these questions will help teacher educators to challenge the demands of the century and help them to redesign the education programs. Teacher educators are expected to support the sustainability of education and continuing professional development of teachers and conduct research themselves (Kaster et al., 2008; as cited in Dengerink et al., 2015).

The authors argue that teacher candidates somehow are the mirrors of the formal training they have received during the college years. Simply put, they perform teaching in accordance with their own experiences they have accumulated during pre-service education. The power of teachers in shaping, forming and restructuring educationl practices has been mentioned so far. Likewise, teacher candidates are formed, shaped and designed in the hands of teacher educators serving them through courses and similar opportunities offered to them within the curriculum. As simple as it is, the teachers who are appointed as teachers will adopt teaching practices in the way they have experienced while learning how to teach in the pre-service education training. Therefore, the courses, course contents, requirements for each course and co-curricular activities are of utmost importance to respond to the needs of the teachers in the workforce. Hence, the authors argue that the teacher educators who are closely working with future teachers need to adjust the course contents in accordance with the professional needs of teacher candidates.

3. Curricular Autonomy Proposed by the CoHE in Türkiye

Constant and rapid developments in technology impact today's societies radically. The world is evolving in a fast-paced way and nearly nothing remains the same in this ever-changing period. Students and learners are expected to adapt and transform according to the challenges. Today's classrooms are more dynamic, demanding, and challenging than ever before. To provide all students with the knowledge and skills they will need to thrive in life and the workplace, teachers are expected to consistently innovate, adapt, and develop their teaching methods (OECD Report, 2018).

In order to remain up-to-date and incorporate new information sources, it is necessary to make regulations and changes on curriculum system as such change and regulations are the backbone and framework of any educational system. Shifts in educational policy lead to curriculum change in language pedagogy and regular developments in language acquisition theory, and other factors (Richards & Renandya, 2002).

Every change includes some opportunities and challenges as well. Autonomy is one of the key components to respond to these challenges quickly as it enables to embrace the changes effectively. The concept of curricular autonomy refers to the curriculum's adaptability and accessibility to students' needs and skills (Jonker et al., 2020). Autonomy becomes crucial in the institutional environment not just as a quality for students and teachers but also for the institution's pedagogy, including its techniques, processes, and structures (Ryan & Tilbury, 2013).

Implementing autonomous curriculum provides opportunities to regulate teaching and learning processes without being restricted to the requirements of the theoretical perspectives. When this flexibility is offered at universities, this brings about much more than an innovative insight since universities have the ability of leading to the transformation in the society and shaping the society itself. In the development and social transformation processes, universities are generally seen as important institutions since they have the most direct role in producing highly skilled labour and research output to satisfy economic and social needs (Brennan et al., 2004). Autonomous higher education offers fresh ways for graduates' skills or abilities such as; future-focused education and learner empowerment, educational decolonization, transforming skills, cross boundaries, and social development. In an effort to bridge the gap between the specialization of fields and the complexity of 'real-world' circumstances, autonomy attempts to reconnect higher education teaching and learning with the desires for students to be able to integrate and apply multiple forms of information (Ryan & Tilbury, 2013).

Effective staff development programs are becoming more and more necessary as institutions and organizations throughout the world move toward delivering educational and training programmes in a more open and flexible manner. As a result of these changes, it is important to invest in staff development so they may acquire new pedagogical knowledge, skills, and attitudes as well as foster leadership and management that can adapt to the market's needs in

terms of education, business, and technology (Latchem & Lockwood, 1998). In addition to training professionals for society they are in, universities play a vital role for future as they educate student teachers who will train citizens in the future. Teachers are regarded as people who use certain reflective elements to learn from their own practices, who constantly interact with and collaborate with their community of practice, who respond to needs in their social, cultural, and institutional contexts, and who view their career as a developmental process (Öztürk & Aydın, 2019).

Despite the regular shifts in the role of teacher in classroom, the fundamental role of teacher remains the same: establishing conditions in the process as they are the torchbearers of darkness. For the educational excellence purposes, provision of quality training in faculty of education is a must. It is widely acknowledged that the most important element of high-quality education is having teachers who are motivated and well-trained (Altan, 1998). Teachers must be analytical, reflective, and open to new techniques and concepts. The goal of teacher education programs must be to create teachers who are researchers rather than merely technicians and performers of the curriculum (Richards & Renandya, 2002). Pre-service teacher preparation should receive special attention as it is the first step towards professionalization since the quality and qualifications of teachers reflect the quality of education and the achievement of students in accordance (Arzu, 2022).

In the early of 1900's, Winston Churchill underlined the value of change through the improvement: "To improve is to change; to be perfect is to change often". Similarly, one can draw a line between what was said a hundred years ago and now as the change should start with the milestone of education; the curriculum of education faculty. Teacher education is one of the key elements in educational systems as it immediately affects the standard of schooling. In this vein, it is necessary to strategically control and enhance the curricula of the faculties that train teachers (Hismanoğlu, 2013). Teacher education should not be an exception and should actually be the first area of the curriculum to be altered in order to anticipate the necessary changes in advance, as the rapid changes in the world drive educators to rewrite and extend their curricula (Salihoğlu, 2012).

In Türkiye, the CoHE is in charge of designing, regulating and implementing the curriculum for higher education. As of August 2020, the council introduced a radical curricular change in schools of education where prospective teachers of all subject matters are trained and transferred partially the right of designing the curriculum to the professionals. This 'delegation of authority' for the schools of education and teaching programs can be viewed as a turning point in a highly-centralized educational arena. As it is stated on the official website of the council "As the New CoHE, we believe in Turkish institutions' competency and capacity, instructors' academic and professional sensibility, and students' passion for learning" (CoHE, 2020, p.1). CoHE stated that the following requirements need to be met by the boards of higher education institutions to be authorized to determine the courses, curricula, and credits for teaching programs:

a) When developing the course categories, taking into consideration the categories of 'Field Education Courses', 'Professional Teaching Knowledge Courses', and 'General Knowledge Courses'.

b) Considering the categories' listings when determining the number of courses, course hours/credits, and frequency of credits (CoHE, 2020, p.1).

With this reformist step, it is hoped that a framework of reference is established for the schools of education to choose and organize some of the optional courses while adhering to the categorization of the curriculum and their ratios (Arzu, 2022). Regarding that curricular adjustments are generally made in response to changes in educational policy and pedagogy (Harizaj & Hajrulla, 2017), partial autonomy granted by the CoHE to the schools of education can be considered logical and timely.

It must be stated that curricular changes in the schools to keep up with the advancements in education are desirable as these steps somehow validate that the school is the home for the improvement. As is mentioned earlier, the provision of various opportunities with the teacher candidates to transfer what is learned in the program to the workforce is equally important. That is, schools should incorporate the transfer of knowledge and skills to teaching contexts of their graduates (Jon, 2013; Korkmaz, 2017; Tewari, 2016). However, there is always a risk that this potential transfer might fail. Therefore, teacher educators are assumed to find ways to design theoretically-loaded courses offered in the ELT programs in a way that the student teachers will have opportunities to practice. It would not be difficult to estimate that teachers who graduate from the training programs that are furnished with theoretical knowledge would graduate teachers who are familiar with theory but are deprived of practice. Korkmaz (2017) in her study stated that courses taught theoretically are not sufficient enough for the education of prospective ELT teachers as they need to be provided with opportunity to extend their knowledge to practice by performing different practice-based tasks.

4. How Turkish Teachers of English are Trained

As of 2020, there are 84 universities with ELT departments in Türkiye. Of this total number, 57 are housed at state universities while 15 are at private universities. In addition, there are 9 universities in Northern Cyprus, one of which is a state university while 8 of which are foundation universities and 3 universities in Balkan States with ELT departments. As mentioned earlier, the curriculum to be followed in these programs is centralized and designed by the CoHE. Teachers are trained in the schools of education but initially the candidates have to take a central university entrance exam to enter to a university. Upon entering the university, prospective English language teachers, based on their proficiency exam results, either study one-year preparatory English or start their education in the English language teaching program. The courses offered and their percentages are grouped under three major headings: **main compulsory courses** 45-50%; **pedagogical courses** 30-35%; and **general knowledge courses** 15-20%. The first year is like a foundation year to strengthen English language skills rather

than pedagogical skills. Students have to receive the compulsory courses which are Reading, Speaking, Listening and Pronunciation and in addition to these courses, they receive some theoretical courses related to education such as introduction to education, educational psychology, philosophy of education, Atatürk's principles and history of Turkish revolution and Turkish language. As it is seen, not much of teaching practice has been devoted in the first year; however, the students are introduced to teaching approaches, methodology of teaching, second language acquisition and languistics in the second year. Theoretical by nature, these sophomore courses make up the backbone of the curriculum. It is the year when pre-service teachers start to receive the courses that teach them what to teach, why to teach and how to teach. Therefore, the contents, delivery and requirements of these courses are of vital importance.

In a nutshell, compulsory courses can be categorized under two major headings; language-specific and pedagogy-specific courses. See Table 1 below for the courses under each category.

Table 1. Pedagogy-specific and language-specific courses

Pedagogy-specific	Language-specific
Approaches to Teaching and Learning English	Speaking
Introduction to Linguistics	Reading
Language Acquisition	Academic writing
Teaching English to Young Learners	Phonetics
Test Preparation in Language Teaching	Oral Communication Skills
Teaching Language Skills	Listening and
Literature and Language Teaching	Pronounciation
English Literature	The Structure of English
Practicum	
School experience	
Developing Course Content in English Language Teaching	
Research Skills	
Instructional Technology	
Translation	
Special Education and Inclusive Education	
Instructional Principles and Methods	
Critical Reading and Writing	
Community Service Applications	
English Language Teaching Programs	

As can be seen, the majority of the courses in the first column are completely theoretical. As stated by Korkmaz (2017), it is urgent that teacher trainees be trained by actively practising what they have been taught to construct their knowledge through bringing together university-

based theory and school-based practice. There need to be ways to bridge the gap between the theory and practice.

Table 2. Elective courses

Pedagogical Knowledge Elective Courses	General Knowledge Elective Courses
Open and Distant Learning	Addiction and Fight Against it
Child Psychology	Diet and Health
Attention-deficit/Hyperactivity disorder	The History and Philosophy of Science
Education Law	The Ethics of Science and Research
Educational Anthropology	Economy and Entrepreneurship
Educational History	Traditional Turkish Handicrafts
Drama in Education	Human Rights and Democracy Education
Non-programmed Activities in Education	Human Relation and Communication
Program Development in Education	Carrier Planning and Development
Designing Project in Education	Culture and Language
Critical and Analytical Thinking	Media Literacy
The Education of Inpatient Children	Vocational English
Inclusive Education	Art and Aesthetic
Character and Value Education	Turkish Folk Dance
Comparative Education	Turkish Sign Language
Micro-teaching	Turkish Culture and Geography
Museum Education	Turkish Music
Education Outside Classrooms	The History of Turkish Art
Learning Disability	
Individualization and Adaptation of Teaching	
Sustainable Development and Education	
Adult Education and Lifelong Learning	
Field Education Elective Courses	
Language and Society	
World Englishes and Culture	
Pragmatics and Teaching Language	
The Analysis of English Language Coursebook	
Drama in Teaching English	
Designing Materials in Teaching English	
Recent Approaches in Language Teaching	
Teaching English Vocabulary	

English in Mass Communication
The Evaluation of Classroom Learning
Socio-linguistics and Teaching Language
Discourse Analysis and Teaching Language
Teaching Integrated Language Skills

5. Teacher Education Practices around the World and OECD

According to OECD, initial teacher training for general lower secondary teachers lasts anywhere from 3 years to 6–6.5 years. The concurrent and consecutive modes of teacher education are both available. The concurrent model, in which pedagogical and practical training are provided concurrently with courses in a particular subject, is the norm for pre-primary and primary teachers, whereas the consecutive model, in which pedagogical and practical training come after the subject-matter courses, is more common for lower and upper secondary teachers. In 20 of the 36 OECD and partner countries, there are additional requirements in addition to initial teacher education before one can begin teaching and/or become a fully qualified teacher. In 27 of the 36 OECD and partner countries, there are selective criteria to enter and/or progress in student teacher education for at least one grade of education. Only in Brazil, England, and France, beginning teacher education for both pre-primary and primary teachers is primarily organized using the consecutive model. Along with subject-matter and pedagogical instruction, opportunities to gain practical experience are typically included in teacher education programs. Since many pedagogies and skills are best learned on the job, support for teachers should be given early in their careers through mentoring and induction programs, and later on by providing incentives and resources to engage in ongoing professional development activities (OECD, 2014).

As a member of OECD, Türkiye also agrees to develop sustainable development policy in education. In the light of this policy, the government makes regulations and revisions in all sectors of society. CoHE is one of these sectors and it made a radical change and decided on the delegation of authority for schools of education. It is a well-known fact that the majority of universities' teacher education programs focus on academic and theoretical information, largely ignoring the practical skills needed for the teaching profession. Additionally, there are still differences in the curriculum of teacher education programs from one school to another. In addition, there are variations in how well the faculties prepare their graduates to become teachers (Deniz & Sahin, 2006). Both knowledge development and instructional delivery abilities must be covered in teacher training programs. Emphasis is generally placed on building knowledgebases such as subject matter, pedagogical methodology, child development, and educational research. The practicum, which includes early field experience and student teaching experiences, make up the skill-development portion of the curriculum and require students to put their academic knowledge into practice (Altan, 1998).

The new regulation on curriculum of the schools of education is an opportunity but it might pose some challenges because it takes so long to communicate the objectives and strategies through the various layers of the system. In addition to this, incorporating them into conventional methods of teacher education, or implementing a government-established curriculum into classroom practice will take more than a decade (OECD, 2018). There are many obstacles that the design and development team must overcome in order to create a flexible and responsive work-based program that satisfies the needs of the learner, employers, and Higher Education Institutions (HEIs) (Bravenboer & Workman, 2015).

No regulation in education occurs for the sake of change; it affects all the stakeholders and components of the process. As a result, when a regulation is planned to be made, many points need to be considered. The provision of a single brief in-service program will not be completed solely by embedding of new practices in teachers' existing professional culture. Nor will any changes be embedded without appropriate readjustment to the processes and content of initial language teacher training (Wedell, 2003).

As a member of OECD, Türkiye follows some policies of the organisation but there are some gaps between the systems of the organization and nation. These gaps make it difficult to implement the regulations successfully. The first difference is the courses in the curriculum. The main idea in OECD curriculum is training student teachers both theoretically and practically and emphasizing on the high rate of practicum at schools. As was displayed earlier, the courses offered to the student teachers seem to foster theoretical knowledge bases. The theory-based nature of language teacher education curriculum has often been debated and criticized. The program includes education courses that focus on education from a variety of angles, such as education sociology, psychology, philosophy, or the history of the Turkish educational system; however, these courses are primarily theoretical in nature and are offered in Turkish at many universities (Öztürk & Aydın, 2019). It is essential to alter the curriculum by including pedagogical courses, lengthening methodological courses, and spending a lot more time teaching the skills associated with effective instruction (Altan, 1998). Teachers find it challenging to carry out their teaching activities in accordance with the realities of the classroom when the curriculum is unable to satisfy the expectations, interests, and requirements of the students (Öztürk, 2011). The main concerns raised in the related literature are that these programs are too theory-focused and do not give student teachers enough hands-on experience in actual classrooms. The job requires softer skills than pedagogical knowledge, but these abilities are not explicitly covered in the program. These soft skills include self-confidence, enthusiasm, and creativity. They also include being tolerant, patient, kind, sincere, and a team member (Öztürk & Aydın, 2019). Universities must take into account the relationship between knowledge and language when creating their curriculum for instruction, and they must implement dynamic and essential reforms to reflect this onto the education they provide (Genç, 2011). And the second difference is the practicum process that student teachers experience, which is a must for the excellence of education. In OECD countries, pedagogical and practical

training are provided concurrently while in Türkiye it is limited to the last year of training. Practicum classes, which give pre-service teachers the chance to put their knowledge and experiences from courses focused on fieldwork, liberal education, and professional expertise to use can be evaluated as the best point to put the theory into practice (Özder et al., 2014). The practicum is the part of teacher training which gets the least attention. Pre-service teachers spend hours on learning subject and general education but little time is spent learning how to teach and carry out real teaching. Teaching the abilities that will enable students to successfully apply their knowledge in the classroom receives very little emphasis (Altan, 1998).

Teacher practicum component can be improved for the excellence of education. In order to improve teacher practicum, the following changes are required: spending more time in educational contexts, including practicum courses into on-going course material, providing a systematic supervision, and improving the collaboration between The Ministry of National Education (MoNE) and CoHE (Altan,1998). The attitudes of the mentors and supervisors toward teaching practice, the value they place on it, how they view their own responsibilities as well as the roles of the other participants can be considered as the key determinants of how this teaching practice really occurs (Öztürk & Aydın, 2019).

The fourth difference results from the third issue. As the teachers in many of the OECD countries do not need to study for an appointment exam, they focus on their profession and get ready for education in a more motivated way but the candidates in Türkiye get ready for teaching with the responsibility of a centralized exam, practicum and courses at school.

As can be seen, the courses offered in the ELT programs are heavily theoretical and the practicum is limited. A closer look at the sequencing of the courses in the ELT programs for each semester will reveal that they seem to be disconnected and independent of each other. As this type of sequencing compartmentalizes learning into discreet points, it is against meaningful learning.

6. Recommendations

Based on the points raised in the chapter, the authors recommend the following list to the policy makers;

1. Bruner's Spiral Curriculum Theory can be adopted to connect the courses in the program. The theory is based on the cognitive approach to education and guides as to how to teach and accommodate learning and integrate learning for the future endeavours. It is about re-visiting the topics and going through the depths of the topic during the education process. To Bruner (1960), each time the student gains deeper knowledge of the topic, it reinforces information over time and allows to use prior knowledge to inform future learning (Drew, 2022). To Bruner, in order for the transfer to happen, children need to learn to make connections between different experiences not merely memorizing the facts (Drew, 2022). To Bruner (1960), if a topic or any skill is introduced to learners with no connection to the core knowledge or essential principles of that area, then the learner will be unable to apply this in other areas of learning. To exemplify

this for the courses, the course contents can be revisited by teacher educators based on the course. A teacher educator teaching approaches and methods course could link the content of the course with the content of SLA theories course. In the same vein, in skills teaching course, for instance, the teacher educator might link with the methods course.

2. When designing the syllabi for various theoretical courses such as Second Language Acquisition or Introduction to Linguistics, teacher educators can selectively organize the course content by prioritizing the topics that are needed in the workforce. Semi-structured interviews with 8 novice English language teachers (unpublished data, 2020) revealed that teachers find the courses such as Teaching English to Young Learners, and Methods and Approaches and Skills Teaching are relatable to their profession whereas they could not understand why they memorized something in the SLA and Introduction to Linguistics courses. The interviewees stated that the credit hours assigned for the young learners and skills courses need to be increased. With regards to the contents of SLA courses, Rod Ellis (2009) provides a list of topics that every language teacher should know. Ellis argues that the syllabus of SLA either needs to be based on the major topics or the key findings of SLA. Towell and Hawkins (cited in Ellis, 2009) argue that SLA course for language teachers should be based on 'observable phenomena' like L1 transfer, staged development, variability in learner language and so on.

3. In the ELT curriculum, the research course is offered either as a required or an elective course. The content of the course, the authors argue, is generally designed to teach the pre-service teachers major research paradigms, their defining characteristics, data collection tools and so on. Instead of teaching pure research, action research needs to be placed in the ELT curriculum. Such a course could be placed in the third year of the formal training. The student teachers could be asked to identify a problem at practicum schools. In order to foster meaningful and more permanent learning, pre-service teachers should witness that what they have learned at college could be linked with what exists outside in the real teaching context.

4. Micro-teachings can be practiced in front of the real learners enrolled in the Schools of Foreign Languages (SFL) or the daycare center of the university. Once mutual negotiation is established between the schools, the students teachers, for instance, can perform microteaching for Skills Course at SFL and practice teaching to young learners at the daycare center on the campus. When the conditions are appropriate, this kind of arrangement can benefit immensely on the part of the teacher candidates.

5. The ELT programs should integrate both co-curricular and extra-curricular activities into their mainstream curriculum. What needs to be noted is that student teachers are likely to teach in the way as they have been taught at college.

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