

CHAPTER 7

ANALYZING THE REVISED ELT CURRICULUM REGARDING GENERAL TEACHER COMPETENCIES

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INTRODUCTION

Training individuals equipped with essential knowledge and ability to adapt to the constantly growing and changing information and technology era is only possible with multi-faceted education of high quality. The ultimate goal of education is achieved through raising well-educated and successful students, which is, in fact, closely related to the most fundamental component of the learning procedure: qualified and sophisticated teachers.

The concept of teacher training is largely characterized as ‘future-centric’ since the early 2000s and has been analysed within the scope of ‘21st century teacher training’ through national and international dimensions (Şişman, 2009a). According to Drakulic (2013), contemporary understanding of the educational process redefines teacher roles,

“S/he no longer plays the role of a person who not only possesses and transmits knowledge but also needs to possess and establish positive interpersonal and intrapersonal relationships in the classroom. The quality of the teaching process, therefore, depends entirely on the teacher’s professional competencies as well as on his/her personal characteristics.” (p. 158).

Buldu (2014) advocates that the teaching profession is one of the occupational groups that are mostly affected by swift changes in social structures and that ‘it emerges as a need to consider their professional development and competencies to keep up with the changes of the modern era’ (p. 115). A great deal of research puts forward that teacher quality and competencies have a significant impact on student success as well as economic development of the countries (Sanders & Rivers, 1996; Darling-Hammond, 2000; Angrist & Lavy, 2001; Hanushek, Kain, &

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extended to examine it in terms of curriculum design principles to see to what extent those principles were taken into consideration while designing it. Lastly, the ELT curriculum implemented in the countries with success in EFL instruction might be analyzed in terms of GTCs, and the findings could be compared with the ones reported in this particular research.

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Current Researches in Educational Sciences II

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Notes

Note 1. Preliminary findings of the research were orally presented at 9th Forum on Educational Management, held in Antalya, Turkey, on 1-4 November 2018.