Pre-service teaching in Turkish education system has well been documented in literature beginning from the Ottoman Empire era to recent days. In this paper the main focus will be on foreign language teacher training as well as considering the general regulations and changes which affected many fields including foreign language teacher training.

Foreign language teaching in Turkish education system dates back to the times when Arabic was taught in Sıbyan Schools and in madrasahs mostly for religious, social and political reasons. Besides French and German were taught for scientific, commercial and political purposes (Wilson, H. and İ. Başgöz, 1968: 15, Akyüz, 1996).

Training of teachers in the Turkish education system began with the establishment of “Darülmuallimin-i Rüşdi”, 16th March, 1848 in İstanbul, which was regarded to be the first institution aiming to train teachers. Afterwards “Darülmuallimini Sıbyan” school which aimed to train teachers for elementary schools was established in 1868. Another school, “Darülmuallimat”, was also established in 1870 for the purpose of training teachers for elementary and secondary schools just for girls. Later on a number of these schools were established in different parts of the Anatolia. Not only these schools but also diverse educational organizations began serving as teachers all around the country. Yet the the shortage in the number of teachers led to the employment of soldiers as a compensation (Akyüz, 1989). All these attempts were for meeting the needs of teachers in terms of quantity but the quality aspect of teaching was neglected.

As for foreign language part, historical records show that Robert College, an Anglo-American private secondary school founded in 1863 by an American missionary, was the first institution teaching through the medium of English (Kirkgoz, 2006).

After the establishment of Turkish Republic, modernization and westernization movements brought closer ties with European nations and the USA. Thus the popularity of ELT has accelerated with these connections. With the establishment of Turkish Republic the need for
change emerged and new regulations took place rapidly. In 1924, the name of “Darülmüallimin” schools was changed as “Muallim Mektebi”, and they were called as “Öğretmen Okulu” (Teacher Training Schools) afterwards (Kirkgoz, 2006). At that era, actually, teacher education in Turkey went on meeting the demands for teachers all over the country with the supply of Gazi Teacher School that was opened in 1926 in Konya and later on was transferred to Ankara in 1927. Approximately two decades later the first teacher education, Gazi Institute of Education, was established in 1946. While it had only a pedagogy department at first, other departments for science and literature were also established later on (Nergis, 2011). One of the newly established departments in Gazi Institute was French department, 194, aiming to train teachers for foreign language instruction. English language department followed in 1944 and finally German department was established in 1947 (Demirel, 1991). The training period of the departments also changed in time, for instance, while these programs were giving a 3-year training in the 1967-1968 academic year, the training period was extended to four years in the 1978-1979 academic year. The same year the institution was named into Gazi High Teacher School, later on giving way to the establishment of Gazi University and the Faculty of Education in June, 1982 (Akyüz, 2009).

With the rapid growth in population and the need for teachers, also for foreign language teachers increased. Parallel to social, economic and political reasons the number of students studying English shifted up from 48,000 in 1950s to 1.5 million students in 1980s. These incrementally increasing numbers might tell us how much Turkey need for English teachers (Demirel, 2001).

Almost all teacher training schools before 1982 were boarding schools and they were established under the management of Ministry of National Education. After 1982, they were transferred to the universities. Higher Schools of Education of two years were changed to be four years in 1989-1990 educational year. Their names were changed as “Faculty of Education” in 1992 (Duman, 1998: 40).

The major change in the higher education system emerged in 1981. All types of schools in higher education: universities, academies of engineering and economics and teacher training colleges were both under the control and inspection of the Ministry of Education administratively and academically. Due to the political, social and economic problems in the 1970s, this model of higher education had many unsuccessful signs which show failure. Therefore the government took action and with the 1981 Higher Education Reform, all
academies and teacher training colleges were integrated into universities. With the new 'unified' system of higher education some four-year teacher training colleges and three-year foreign language high schools were transformed into colleges of education. Among these schools the former ones, where elementary school teachers were trained, turned into two-year higher education colleges. The same schools were transformed into four-year colleges in 1989 due to the movement of increasing the quality attempts. Another action was taken in 1981 and two-year undergraduate programmes for pre-school teachers were introduced. These schools were transferred into four-year degree programmes in 1991. What is more important, all teacher training responsibilities and activities were transferred from the Ministry of Education to the universities. The stakeholders assumed that they could solve the problems such as the quality of education, the quality and the number of staff, etc. The act of unification and increase in the number of admissions led to diverse effects in the education system. As a result colleges had many problems ranging from lack of physical facilities to equipment. To compensate the gap, many faculty members of the colleges of science and letters were assigned to the colleges of education.

At present, faculties of education train pre-school, elementary school, and secondary/high school teachers. These graduates might be recruited both by the Ministry of Education and the private schools, private language institutes, as well as inspectors for the Ministry of Education. Yet the provision of teachers is not supplied only by faculties of education. Students majoring in one discipline following pedagogical courses and complete their teaching certificate courses can also become teachers after having obtained a bachelor's degree in their field. However, a critical question emerges at this point. Are the students who has these certificates qualified enough to cope up with the demands of teaching field? Since they lack the chance of practicum or the amount of time they spend on pedagogical courses is limited, there might be some discrepancies in terms of quality. Karagozoglu (1991) asserted that the educational system has three main components: students, teachers and curriculum. Therefore, it makes sense to assume that the efficiency of any educational system relies on the accordance between these components. There had been many efforts to change the practices and the current situation in teacher training yet the problems in the system could not be solved.

The young population is more than any other European countries. Most of them face with lots of obstacles in front during their education journey since being admitted to a program in a desired university is a long run and requires great effort. They have to take a two-tail test to
get a place in a university and make their choices in line with their dreams. But it is a widely accepted belief that faculties of education ranks almost in the last eight since they do not attract gifted students. To make the faculties of education more desirable a National Advisory Council for Teacher Education, gathered in June 1989, suggested the Ministry of Education to launch a scholarship program to attract gifted students into the teaching profession. This act seemed profitable at first years in terms of quantity since the number of students who choose teaching programs increased. However, the quality of students was still a great problem in many departments of the faculties of education.

As noted earlier, the quality and the quality were not hand in hand during those years. The number of academic staff at faculties of education has dramatically increased since 1981, but it cannot be said that the quality of faculty has changed. Due to the lack of qualified teachers in faculties of education, the quality of education has negatively affected. Throughout the unification in 1981, many faculty members from diverse departments, such as: Mathematics, Physics, Chemistry, History and Western Languages, were transferred to the faculties of education. Most of these members held a doctorate and obtained an administrative position in faculties of education. The newly opened departments or the new posts in faculties of education went on recruiting graduates of colleges of letters and science. Although everyone believes that these member were and are trained in the best way in their fields, one can doubt their teaching performances since they were and are not trained in methodology and pedagogy. They might not know how to teach students since knowing something well does not mean that you can teach it. They were not regarded as effective teachers. The same situation still exists, even though not on the same scale in almost all of the faculties of education.

Today many teacher trainers believe that teacher training curriculum should incorporate knowledge based and skill based courses in the delivery of instruction (Altan, 1988). The former ones include emphasis on teaching theory, pedagogical methodology, child development, educational research, and subject content. The latter part of the curriculum consists in practica, including early field experience and student teaching experiences. By this way students can practice the knowledge they have gained through their course work. It is surprising but true that both of these elements are mostly ignored in the curriculum of the faculties of education (Altan, 1998). A critical analysis reveals that it lacks coherence and that the purpose of many courses is 'outmoded'. There is also a lack of empirical data on the impact of the courses (Akyüz, 1996).
Not surprisingly the practicum is the most ignored area in teacher training curriculum. Trainee teachers mostly spend their hours learning about their subject knowledge and general education, but little time was given on learning how to teach, actual teaching and micro-teaching experiences. Novice teachers were placed into schools for eight weeks with no sound supervision nor any opportunity to reflect what they did and why (Altan, 1998). Does it make sense? Was that what they understood by practicum? Actually, this was only part of the problem. What is more critical is the issue of how those experiences are organized and structured. Trainee teachers were like passing clouds and the supervision they gave consists in a few site visits generating very little feedback on student work. Therefore, it is a must to make necessary adjustments in the curriculum by adding pedagogical courses, increasing the length of methodology courses, and devoting far more time to teaching the skills that are related to effective instruction. A clear example is English Language Teaching (ELT), which was added to the curriculum. Although some programmes have modified their curricula, either by adding new courses or by increasing the number of elective courses, most ELT programmes still lack coherence and do not meet the demand to train effective teachers. Most of the curricula used by programmes include many literature courses. Therefore, it cannot be said that they are designed to produce effective teachers. Need for a change is dynamic, thus all departments in the faculties of education should redesign their curricula and make the necessary and contemporary adjustments to align themselves with the profession of teaching and improvements in the field.

Another problem is the unbalanced-production of teachers in subjects such as Western languages (except English), Geography, Philosophy, History, Chemistry, Mathematics, and Literature. First, since both faculties of education and faculties of science and letters offer similar programmes within the same university; second, although over-production of graduates in many subjects, universities go on increasing enrolments over the previous year’s level; and third, there is no place to move for graduates in the market that there was unemployment problem due to the unbalanced production in irrelevant amounts (Demircan, 2001)

As noted above, in addition to the graduates of colleges of education, large numbers of unemployed graduates of the faculties of science and letters applied for positions in secondary schools as they could not find jobs in their field. However, they lack pedagogical skills. In accordance with the latest regulations and for some political reasons, 10,000 university graduates, mostly with teaching certificates, became elementary school teachers in 1995.
What is more, Ministry of Education (MONE) appointed some graduates, regardless of their college and subject, as teachers at elementary schools due to the shortage in the number of teachers. Therefore, any university graduate, regardless of a teaching certificate they have, became a teacher. This proved the old saying in Turkey: 'If you cannot be anything you can at least be a teacher!' (Altan, 1998). Schools in Turkey have remained isolated from the realities of the world with very little or no practice of what is learnt at school. Openness to the outside world is needed, since social aspect of teaching profession was highly neglected. Especially, more holistic approaches to the learning pedagogy should be developed in which learning by doing is prioritized with the cognitive processes of learning (Altan, 1998).

To shed light on the form of the Turkish Education system until 1997, it consisted of a five-year primary education, three-year secondary, and a three-year high school education that aimed to prepare the students for Higher Education. Like in many other nations there are two types of schools; public and private. Students graduating from these schools attain a higher level of English language proficiency as the students in these schools are exposed to English for a longer period compared to other state schools. Among diverse types of schools, Anatolian High Schools, a more prestigious form of state secondary schools, hold a different status compared to other state schools. The reason behind this status is that the entrance to Anatolian high schools and private schools is achieved through a centralized test. The first of these types of schools in Turkey was opened in 1955. These four year schools were designed to teach students in a qualified manner. In the first year students are given an intensive English education, and in subsequent years, although the medium of instruction was not totally in English, a content-based syllabus take action providing certain subjects like mathematics and science in English. English is regarded as compulsory foreign language in almost all schools across the country. This policy was best applied with Anatolian High Schools at that era. However, diversities exist in the quality of instruction offered, the intensity and the number of hours devoted to ELT, the range of materials used as well as qualifications of the teachers (Kirkgoz, 2005). Therefore, it would be reasonable to infer that changes could not meet the needs and further need for change emerged in time to give a high quality-training people.

The place of English goes hand in hand with the globalization movements in many countries. Thus, Turkey has gradually been influenced this Lingua Franca language and many families struggled to have their children attain English starting from the mid-1980s. With the effect of this influence the number of schools offering English has increased and reached to 1065 (650
private secondary schools and 415 Anatolian High Schools) according to records of MONE (2006). Moreover, a new type of school “Super English Language High Schools” opened in 1994 to meet the demands. Like the former schools these schools offer a one year intensive English education to the students. The difference of these schools from Anatolian High Schools is that students are required to score an average of 4.0 out of 5.0. In other words only the average scores of the students are sufficient to be accepted to such schools rather than a centralized test (Kirkgoz,2006).

In tertiary level, the first state-owned English-medium University, Middle East Technical University was established in 1956. Afterwards, with the Higher education Law permitting private universities offering English-medium education to be established, the first private university, Bilkent was established in Ankara in 1983. Today there are 61 private universities and 103 state universities in Turkey (YÖK,2011). While English-medium universities offer all of the courses in English also offering a one-year intensive English education, universities where the medium of instruction is Turkish English language is incorporated into the curriculum as a compulsory subject.

The above account of English Language Teaching in Turkish education lasted until 1997. In 1997, MONE, and Turkish Higher Education Council (HEC), decided to make drastic changes in the country’s English language policy in its effort to reform Turkey’s ELT practice (Top, 2007). The newly established plan was called ‘The Ministry of education Development Project’, was initiated aiming to promote the teaching of English in Turkish educational institutions. With this reform primary and secondary education were integrated into a single stream, extending the duration of primary education from the previous 5 to 8 years. A further result of the reform was the introduction of English for Grade 4 and Grade 5 students. By this way the introduction of EFL shifted from secondary to primary schools to provide a longer exposure to the foreign language (MONE, 2001). As a result of this reform, English turned into a standardized compulsory school subject for all recipients of compulsory education from October 1997, and started to be taught to young learners (TEYLs) in Grades 4 and 5 (Kirkgoz,2006). It was reasonable to assume that reformist MONE was chanting the slogan of “younger is the better”.

“The aims of the ELT curriculum for primary education are specified in terms of Grades 4 to 5, and Grades 6 to 8, respectively. The stated objectives of the MONE curriculum for English in the primary school Grades 4 and 5 are articulated as to;
• raise pupils’ awareness of a foreign language;
• promote a positive attitude towards the learning of English language;
• increase pupils’ interest and motivation towards the English language;
• establish classroom situations in the context of games so that pupils can entertain while learning English;
• set up dialogues and meaningful contextualized learning activities, and
• help pupils develop appropriate strategies” (Kocaoluk and Kocaoluk, 2001).

The 1997 curriculum stands as a milestone in Turkish history because, for the first time, it introduced the concept of the communicative approach into ELT, integrating the four skills in the curriculum of Grades 6 to 8 (Kirkgoz 2005). The primary goal of the policy was stated as the improvement of students’ communicative capacity to prepare them to use the target language (L2) for communication in classroom activities. The curriculum promotes learner-oriented learning, to replace the traditional teacher-oriented view to learning. The role of the teacher is specified as facilitator of the learning process rather than a controller. Expectations from teachers were widened in terms of responsibilities; including facilitating students improve communicative performance, and promoting positive values and attitudes towards English language learning (Kirkgoz, 2006). The role of the students was active in the learning process unlikely to the previous era where the teacher was active and the learners were passive listeners.

At the tertiary level, the 1997 ELT curriculum reform contained a couple of changes. One of the most striking impacts was to upgrade the curriculum of education faculties to enhance the quality of teacher education and the training courses offered to meet the needs of the nation in the twenty-first century (Kirkgoz, 2006). With the declaration of the reform, teacher education departments were redesigned in terms of increasing the number of methodology courses and extending the teaching practicum time in application schools where the student teachers can find opportunities to practice hands-on experience (Akyüz, 1996). In addition, the shift of the introduction of TEYLs to lower grade levels made it necessary to integrate relevant courses at the undergraduate level in the ELT Departments of Faculties of Education. Therefore, The Teaching English to Young Learners course was incorporated into the curriculum so as to familiarize prospective teachers with ways of TEYLs (Kirkgoz, 2006). Additionally, in cooperation with MONE and HEI, a The Distance English Language Teacher Training
Program (DELTTP) was established as a result of the contractual agreement between the Ministry of National Education and Eskisehir Anadolu University, Turkey in 2000, whose goal is to train a sufficient number of EFL teachers, in the shortest time possible, without abandoning the high quality of professional training provided heretofore (AOF, 2006). The program is in the form of 2 + 2 year format. While students are offered face to face courses in the first two years, they are left with their books in the last two years. They are expected to take 3 midterms and a final and to do practicum in a school specified by the head. The program is still in use but the considering the objectives the efficiency of the program is skeptical and should be questioned.

One more change of this reform can be seen in the curriculum of Anatolian high schools. In 2002, content-based instructed courses, such as mathematics and science, were decided to be taught in mother-tongue by the MONE. The main reasons behind this decision lies in the shortage of adequately trained teachers to teach those courses in English, and the complaints of graduate students telling that they had great disadvantage in the centralized university entrance examination, which is administered in Turkish (Doğançay-Aktuna and Kiziltepe 2005).

As it has been widely followed by every citizen, Turkey’s attempts to join the EU, has also affected the educational field. Language policy language policy has undergone through further regulations and there have been disparate levels of policy changes. The primary change in the ELT policy has been done in the length of the education. Thus, the education period in all secondary-level schools was increased from three to four years (Öztürk,2005). A subsequent change, in 2005, was the standardization of the amount of English courses offered in Anatolian, private and Super English Language High Schools. As a consequence of this change, currently, the number of English courses offered was standardized regardless of whether they are Anatolian schools or general state schools. Accordingly; ten lessons of English are taught at first years in all type of secondary-level schools, and the second, third and fourth years four hours of weekly English is devoted (MONE,2006).

The secondary change in the ELT policy relates to the recent revision of the 1997 primary level ELT curriculum. For this purpose a team of Turkish experts worked hard to adapt the curriculum to EU standards. The new adjusted curriculum, for many aspects, is a much more comprehensive version of the previous one. A striking component of the latest curriculum is
that it includes detailed theoretical information on various aspects of the ELT. It contains curriculum design issues, selection of appropriate teaching materials for different grade levels, the distinction between language acquisition and language learning and how young learners (Grade 4–5 students) and adolescents (Grades 6–8 students) learn foreign languages, which is a crucial point to take into account when teaching both age groups (Ersöz et al. 2006). The recent curriculum also focuses on a communicative view to ELT, highlighting once more the facilitator role of the teacher in the learning process as it was also in 1997 curriculum. The goals and objectives to be achieved for each grade are given with their related structural items, illustrated with topics (famous places), functions (describing ways), sample tasks or projects (naming some famous objects) students are anticipated to carry out, following a functional-notional and skills-based model (Kirkgoz, 2006). The recent reform suggests diverse kinds of activities that can be used in ELT for Grades 4 to 5 students. Some of them include songs, plays, games and drawing/coloring activities through the active involvement of the learners, as it is required in the communicative approaches, in the learning process. Learner autonomy is encouraged in the curriculum of Grades 6 to 8 through giving students projects to complete and strategy training. By this way students can have chances to personalize what they learn according to their own individual styles and preferences.

Another important innovation of this language policy has been at the level of testing / assessment. ‘Paper and pencil’ tests, a type of traditional tests, extensively employed in Turkish state primary schools for several decades (Kirkgoz, 2006) are no longer regarded to be a suitable assessment tool. In lieu of traditional testing assessment, performance-based assessment has taken place. Alternative testing and assessment tools such as portfolio, which is believed to be in accordance with the principles of the communicative language teaching, are used. This type of assessment focuses on documenting a student’s language progress and performance in the long run rather than a one shot examination. It serves as a live record of what the student has done so far and enables teachers and parents to exchange ideas and review the child’s improvement on a concrete basis. It might also be used for diagnostic purposes with full of rich student made resources in it. Even it might complement the traditional product-oriented Turkish assessment system, enabling parties a wide range of students’ profile more accurately reflecting children’s language acquisition process. The recent policy is based on European Language Portfolio. Along with the policy change teachers are needed to be trained effectively in order to use this new performance-based assessment.
“The updated curriculum provides more comprehensive guidelines to teachers on the following issues:

- how much English and the mother tongue to use in the English language classroom;
- a detailed step-by-step illustrated lesson reflecting the philosophy on which the revised curriculum is based;
- a sample lesson plan illustrating how young learners’ acquisition of L2 can be facilitated through the use of games, stories, songs, dramatization and model materials; and
- sample tests based on the communicative view to ELT (Aygün, 2008).”

Finally, the last attempt for a change in faculties of education took place in 2006. As a result of this change the programs implemented in faculties of education has been made flexible and revised according to the demands of the parties in teacher training field. As a part of the last change the cultural aspect of the curriculum, which lacks in 1997 curriculum has been enriched, and some new regulations have been done in the light of the practices of previous reforms. The recent document is towards the updating and revising the weakness parts of the 1997-98 curriculum rather than changing it. With this in mind, pre-service teaching programs in universities were examined and discussed in seminars, symposiums with the involvement of researchers, administrators and teacher trainers. In the light of problems, possible suggestions for solution were put forward (Kavak & Akbaba, 2007). In addition to this, it was decided that recent changes in the primary and secondary-level education should be reflected to the curricula of pre-service teaching program. Some of the major changes in curriculum are:

- Considering the features of each program, a more flexible dissemination of the courses was achieved. Accordingly, while 50-60% was given to subject knowledge courses, 25-30% was devoted to pedagogical teaching courses and 15-20% was devoted to cultural courses,
- Undergraduate minor option was removed as the urgent need for teacher demand lessened,
- Students are offered more elective courses,
- The major change highlights the increase in cultural courses. By this way courses like history of science, research methods, effective communication skills, history of
Turkish education and Philosophy etc., were incorporated into the programs in order to improve the intellectual skills of the pre-service teachers.

- In the scope of cultural courses a course named “Public Services” was added to the programs. It is a compulsory course for each learner, in which they do projects towards examining and generating solutions for the recent problems of the society. Additionally, pre-service teachers are encouraged to attend panels, conferences, congress, symposiums.

- Another striking feature of the new policy change is that it is congruent with the dimensions of pre-service teaching programs of EU nations. With this in mind, the new program aims to train intellectual teachers who are problem solvers and who teaches how to learn rather than a technician teacher who does what is told to him (Kavak&Akbaba,2007).

Some other features of the program related with pedagogical courses draw attention to these issues:

- Due to the difficulty in finding practicum schools, hours of practicum courses were reduced in line with the demands of Deans,
- Some of the courses were replaced with their improved and revised counterparts such as; introduction to teaching profession vs. introduction to educational sciences etc.,
- More elective courses are offered to students from various fields (Kavak&Akbaba,2007).

Besides the changes in tertiary-level curriculum, from another perspective, thanks to the close relationship with EU, bilateral agreements have been signed between many universities across Europe in the scope of Erasmus student exchange programs, providing exchange opportunities for successful pre-service teacher to be trained in different accredited universities.

Conclusion and Suggestions

The historical background of Turkish education includes many problems, milestones and changes in policies as well as the reform movements (Grossman&Sands,2008). These changes emerged both in society and education field. Parallel to population growth, and improvements in diverse fields resulted in rapid increase in the number of the primary, secondary and
tertiary level schools and universities. In line with this fact the need for teachers emerged and many faculties of education were opened. Although a great deal of change has been done, it is pointed out that more and more needs to be accomplished, intending that the restructuring reform of teacher education in Turkey has not been completed yet. Therefore, in order to train more effective teachers some points below worth taking into consideration. Suggestions below are mostly for pre-service teachers at English language departments and fall in two phases: admission of the students, during the education process. For the first phase:

- The popularity of teaching programs should be regained. The number of students who desire to have a place in these programs should be increased. These students should be encouraged to do so.
- The admission process of the students should start from a commission in their previous schools intending that candidate is appropriate for teaching profession. At this point, the aptitude and attitudes of the candidate might be tested with language aptitude tests and attitude tests (Demirel, 1991).
- Proficiency levels of the students should also be checked by the department staff. If needed the candidate should be offered one year intensive English education to cope up with the courses that will be offered in subsequent years. Therefore, each ELT department in Turkey should have preparatory classes for such kind of pre-service teachers.
- The trainer staff/student ratio should be kept balanced in order to give a better account of education. Otherwise the amount of time, opportunity, supervision and feedback each student receive will decrease.
- Teaching competencies should be revised annually, with the cooperation of MONE and HEI, according to the problems faced during the training process.

As for the second phase:

- As it is widely known teacher supply can be maintained by both faculties of education and faculties of science and letters. Since the quantity and the quality of the pedagogical courses offered may differ, more care should be taken especially for those who want to have teaching certificates. Those students should be given more practice opportunities to reflect what they have done (Demirel, 1991).
- Although it has been implemented, more and more elective courses should be incorporated into the curricula especially for social and cultural courses.
• More programs of Master and PhD should be offered to the graduates providing a chance of self-development and training of teaching staff (Demirel, 1991).

• Curriculum should be incorporated with in the light of technological innovations. Therefore, more and more educational technologies should be provided to the departments. Staff should also be trained on how to use them (e.g. smart boards), and teachers should be encouraged to devise materials and plan lesson by using such equipment.

• School practicum is a problematic issue in many departments and faculties yet for better results workload of coordinator teachers (supervisors) should be reduced. They supervisor/ pre-service teacher ratio should be reduced. By this way student teachers can receive more support and supervision from their supervisors.

• All pre-service teachers should be trained on reflective teaching. They should be given micro-teaching opportunities to see where they are, their strengths and weaknesses.

• Pre-service teachers should be trained in way that has the mixture of many approaches like constructivism, social-constructivism and behaviorism. I think that each of these approaches has superior and weaker parts, yet students should be left free to use a synthesis of these approaches after teaching each one in detail.

• More bilateral agreements should be signed between different faculties across Europe and students should be encouraged to study there to have different opportunities.

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