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TESOL Initial teacher Training and TESOL Curriculum goals:
Making the connection.

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INTRODUCTION

APEC countries represent , in TESOL terms, two very different groups. Firstly there are
the English L1 countries (US, Canada, Australia, NZ) where the English proficiency of
the majority can be taken for granted and where English needs to be taught only as a
second language or additional language to people arriving in the countries from overseas.
In the second group, the majority of APEC countries, English is a foreign language, and
if a government feels it to be an important aspect of the wider curriculum, systems need
to be established to provide English teaching to all pupils in all schools. These are very
different TESOL environments and what is appropriate and helpful in one, is not
necessarily of relevance to the other. The paper that follows focuses on the EFL context
typical of the majority of APEC members, although at times it draws from literature
deriving from the English native speaker members also.

The paper has four main parts. In the first it considers the extent to which curriculum
aims are actually being met in classrooms in a number of APEC member countries and
also looks at the state of initial teacher education (ITT) in some other parts of the world.
Next it takes extracts from curriculum documents and the teacher education literature
from a number of different parts of the world and discusses what these imply for the sorts
of knowledge and abilities that an English teacher ITT programme ought to contain. The
third section reminds us that any such programme is of course deeply influenced by the
wider context in which it is situated and needs to reflect its own contextual reality rather
than merely importing ideas off-the shelf from other parts of the world. In the final part,
despite the above, the paper offers suggestions as to what the core components of a
TESOL ITT programme might be, and of how these might be sequenced into a coherent
programme over a number of years. It concludes with a few comments about post ITT
teacher support and the need to recognise the time scales necessary for any educational
reform to take root.

1. TESOL CURRICULA AND TESOL CLASSROOMS IN SOME APEC COUNTRIES

As a result of globalisation, however we define this term, English has become a core subject in school and university curricula in most APEC countries in common with much of the rest of the world. Nunan in a recent survey of the TESOL situation in a number of APEC countries in the Asia-Pacific region points out that

> Few TESOL professionals can deny seeing the day to day results of the socio-political phenomenon of global English in the policies they encounter. Anecdotal evidence suggests that governments around the world are introducing English as a compulsory subject at younger and younger ages. […] In business, industry and government workers are increasingly expected to develop proficiency in English. These demands for English offer opportunities to the TESOL profession, but at the same time they have created many challenges for TESOL educators internationally. (Nunan 2003:591)

If the demand for English is increasing, what in fact are countries hoping to achieve for learners in their state school systems and to what extent are they successfully doing so. Nunan's article looks for answers to these questions for a range of APEC members. His findings suggest that in many (if not most countries) there is a significant gulf between statements of what outcomes the curriculum is intended to achieve and the classroom realities in which such outcomes are supposed to be achieved. The main burden of trying to reconcile the mismatch falls on classroom teachers. A summary is given in Table 1 below (unless otherwise stated page numbers refer to Nunan 2003)

Table 1. Curriculum goals and classroom realities in some APEC countries

Country / Region	Curriculum goals stated in terms of	Hrs per week	Classroom realities
Japan (JHS) (600)	Implementing communicative activities to enable students to communicate their feelings or thoughts	3 x 50 min	Emphasis is on reading and writing skills to help learners pass entrance exams to senior high school and, later, university
Korea (601)	Teaching English through English	1-4 hrs per week	Teachers do not have the language proficiency, and therefore the confidence, to do so
Malaysia (602)	A Task Based Approach	90 mins to 4 hrs per week	Formal top down traditional teaching methods persist. A significant proportion of teachers do not have sufficient command of the English language to conduct classes with confidence.
Vietnam	'The prevailing rhetoric appears to be communicative' (604)	3-4 x 45 mins per week	Materials present a lot of exercises on grammar and reading comprehension. Students cannot use the language for

			communicating.
Taiwan Primary and JHS(603)	Initial basic communicative ability	1-2 hours per week	Teachers who have completed training have difficulty with English skills and teaching pedagogy
Hong Kong (599)	Communicative language teaching, task based learning and learner centredness. (approx 90% of schools English MoI until late 1990s)	4-9 hours per week	A lack of trained teachers Teachers' own language proficiency inadequate. Government and business dissatisfaction with the proficiency of students emerging from school system
China	The latest syllabuses .. are based on the functional use of English and concepts such as CLT and learner centredness are very much in evidence (Nunan 2002:5)	2-6 x 45 mins per week	(especially beyond key schools in large developed cities) Traditional transmission based teaching Textbook followed very closely. Emphasis on grammar reading and writing for knowledge based exams. (Wu and Fang 2002)

From the above we can see that in the above APEC countries there is a mismatch between expected curriculum outcomes and

- Teachers' language proficiency
- Teaching methods used
- What is tested in high stakes examinations
- The content of teaching materials

Leading Nunan to conclude that in the Asia Pacific region

The single most pervasive outcome of this study is that English Language policies and practice have been implemented, often at significant cost to other aspects of the curriculum, without a clearly articulated rationale and without detailed consideration of the costs and benefits of such practices and policies on the countries in question. Furthermore there is a widely articulated belief that, in public schools at least, these policies and practices are failing. (Nunan 2003:609)

The text on the first page of the invitation to this seminar suggests that Chile shares many of these problems.

…the teaching and learning of English within the Chilean state schools system needs to be improved so that students leaving school can function in English. Grammar continues to dominate ELT in all areas: initial teacher training, curricula and consequently classroom teaching and learning. A hitherto large proportion of teachers of English within the system who lack appropriate levels of English themselves, poorly resourced

schools with large class sizes and a lack of motivation to learn English exacerbate the problem.(2004:1)

At present, therefore, it seems that initial TESOL teacher education throughout much of the APEC region is not fit for the purpose of enabling teachers to help learners achieve the hoped for curriculum outcomes. It is thus **one** of the main hindrances to developing successful state school based TESOL provision.

Initial (language) teacher training in some other parts of the world

If we look at some snapshots of how ITT, (for TESOL and for novice teachers generally), is conceived in other parts of the world we find the following:

- Portugal

By and large the gap between theory and practice between universities and schools and the lack of a clear framework of what it means to be teach nowadays, emerge as the major weaknesses of current ITT programmes (Flores and Shiroma 2003:9)

…an academic rather than a professional logic prevails in many ITT courses in which technical rationality is prevalent, despite the widespread movement towards the teacher as researcher and reflective practitioner…student teachers are left to integrate the theory and practice of teaching in the subject area and the pedagogical components by themselves. (Flores & Shiroma 2003:10)

- France

The didactic model presented by the Universities (in France) are inadequate in the context of teacher education, relying as they do on the lecture as the main didactic approach and not at all on any teaching strategies motivated by a desire to promote learning. (Brisard and Hall 2001:193)

It seems that a belief that the proper job of teachers is to hand down academic learning irrespective of circumstances dies hard (in France), thus accounting for the fact that academic achievement and the acquisition of decontextualised educational theory are still paramount to actual teaching practice and the development of professional skills (Brisard and Hall 2001 :195)

- Hungary

(Teachers) Have a certain amount of knowledge that they have to transmit to their students and learning is determined, can be spotted when the knowledge is tested. So the job of the teacher is to tell facts to the students from primary school right the way through to university level, and for those students then to be tested on whether they have managed to retain those facts.. (Wedell 2000:112)

An academic training both in literature and the history of the country and also all related subjects. In this country in an English teacher training department you have to read English and American literature. That is one of the big musts. (Wedell 2000: 116)

- Egypt

Meeting the national imperative to learn English has been hampered by a poor supply of suitably qualified Teachers, often lacking proficiency in English themselves […] whose training makes no reference to the constraints that might conflict with the philosophy of teaching materials […] where the methodology component is quite shallow and consequently most classroom teachers do not fully understand the principles of CLT in practice.(Gahin and Myhill 2004 : 3-11)

- Saudi Arabia

The gap between the content of teacher education programmes and the needs of the classroom widens. After graduating from University many teachers lack essential English skills, especially the ability to speak the language. (Al Hamzi 2003?: 342)

Some 10- 20 years ago policy makers in EFL countries began to introduce curricula whose expected outcomes imply more communicative, learner centred approaches to the language teaching-learning process. Their failure to recognise that different curriculum outcomes required different emphases within initial TESOL teacher education is one important factor contributing to Nunan's conclusion (page 3 above), that national English language teaching policies are perceived as failing.

Fullan's (2001) comment about teacher education in the North American-UK-Australasian context 'Society has never yet sustained an interest in teacher education reform, and until it does there is no chance of meaningful educational improvement' (p243), appears also to hold true for (TESOL) teacher training across much of the EFL world today.

2.WHAT CHANGES TO TESOL INITIAL TEACHER TRAINING MIGHT BE NEEDED TO MEET MORE 'COMMUNICATIVE' CURRICULUM AIMS?

When trying to answer this question, one needs to consider both the TESOL literature and the teacher education literature more generally. The table below thus draws on a number of sources from both, mainly from APEC countries.

Table 2. Extracts from curriculum statements and teacher education literature and some implications for TESOL ITT

Country	Implications for TESOL initial teacher training
Chile (Cox and le Maitre 1999) All teachers need to be trained to be capable of dealing flexibly and appropriately with the implementation of national curriculum guidelines in their own context	- There is more than one 'right' way of doing things. - Ability to adapt teaching content and approach to classroom realities. - Clear understanding of curriculum aims and different ways of teaching to help achieve them.
Japan (Ministry of Education 2003:4)	good language proficiency to carry

Through the repetition of activities making use of English as a means of communication, *the learning of grammar and vocabulary should be enhanced* and *communicative abilities in L,S,R,W should be fostered*. To carry out such instruction effectively it is important for the *teachers to establish many situations where SS can communicate in English* and *routinely conduct classes principally in English*.	out classes in English. • Understanding of the language system. • Understanding of the processes underlying the development of skills. • a range of techniques for providing opportunities to communicate. • Knowledge of their learners and so what they will be interested in communicating about. • able to vary their own classroom roles
China (Berry 2003:2) According to the new curriculum teachers' roles will be very different from the past. Teachers are no longer merely informants of knowledge. In addition to *empowering SS with subject knowledge* they are *curriculum adaptors*. Teachers should decide on the teaching content, design tasks as well as select and develop materials which they think appropriate for their SS. They are planners scheduling the teaching content and mats.	• Personal language proficiency sufficient for all that follows • Understanding of the language system. • Understanding curriculum aims, and the view of language and learning on which they are based. • Teaching techniques compatible with curriculum aims • more than one 'right way' of doing things. Teaching content and approaches need to be matched with the realities of their own context. • Understanding of their own learners • Materials evaluation and adaptation / design
Asia Pacific region (Nunan 2003:10) If English is a necessity, steps should be taken to ensure that teachers are adequately trained in language teaching methodologies appropriate to range of learner ages and stages, that teachers' own language skills are significantly enhanced, that classroom realities meet curricular rhetoric and that SS have sufficient exposure to English in instructional contexts.(Nunan 2003: 610)	• Teachers own language proficiency adequate for the teaching-learning context that they are supposed to be responsible for. • Understanding of language learning and how it varies with learners' ages. • More than one 'right way' need to know about and be able to use a range of teaching approaches and techniques appropriate to age and level of their own learners.
USA Yates and Muchisky (2003:139) A reflective language teacher should also ask questions such as what it means to know a language, how teachers should treat learners non-targetlike forms, how	• Teaching is a process that involves a lot of thinking and questioning and rethinking in the light of practice. • Is language teaching different from teaching other subjects? How? What does this mean for teaching and

teachers can assess learners' knowledge, whether learning a L2 is similar to or different from learning a L1 and whether Language learning is similar to or different from learning other subjects such as mathematics, social studies and chemistry.	• learning? • answers to the questions posed will usually vary according to context, and so there is no 'right way' for all circumstances. • Effective teaching and assessment need to be adapted according to learners and classroom realities.
USA, UK, Portugal (Harris 2003, Leithwood 2002, Flores and Shiroma 2003) In a world in which there are frequent changes to what is expected of classroom teachers, it is important that teachers are used *to cooperating with and learning from each other.* Novice teachers especially need *chances to try things out and to refine them through practice and through interaction with others.* If Ts are to be reflective professionals in terms of their practices and beliefs that underlie them, *ITT courses have to be organised accordingly and provide chances to understand, try out reconceptualise*	• opportunities for teachers to try out approaches and techniques in practice. • Opportunities to collaborate with fellow trainees and/or more experienced teachers.. • Opportunities to get learner, peer and tutor feedback on their practice, and to rethink and retry. • Understanding that the trying out, thinking about (with others) the results and retrying is an ongoing process throughout a teachers' professional life (lifelong learning). • Becoming used to sharing ideas, problems, opinions with colleagues.
USA/UK/Australasia CONSTRUCTIVIST views of learning (Hunter and Benson 1997: 93**)** Individuals do not see the world as it is, rather they see it as they are, as they have learned it to be.	• Trainees arrive with what they have 'learned' the world of education to be. • They will bring a view of educational institutions and teachers and learners, to their training. • They have had a long apprenticeship of observation (Lortie 19??) in terms of their own school experiences. • We will need to convincingly justify any major belief shifts that we wish them to make. • Belief changes take a long time.

Table 2 suggests that TESOL ITT needs to include courses that will provide trainees with:
  • Knowledge about what language is.

- Knowledge about language learning processes and how these vary according to age of learners.
- An understanding of what such knowledge implies for the approach to teaching and learning
- A range of techniques for teaching different aspects of language forms and skills required by the curriculum
- An understanding of how to evaluate learning materials and techniques for adapting them to their own context in ways that support the achievement of curriculum outcomes.
- An understanding about methods of assessment
- **Adequate English language proficiency to cope with all above and below**
- Opportunities (to cooperate with others) to try out all of the above in more or less realistic situations
- Opportunities to discuss the outcomes of practise with colleagues and tutors and to retry the same thing in different ways.
- Recognition of the fact that there is no 'blueprint' that will work in all situations with all learners
- The realisation that their ITT is just the first step in their learning about teaching process
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3. TESOL ITT IN CONTEXT

The above list of bullet points may make it appear as if there is a single way to connect TESOL ITT and a communicatively oriented curriculum. This is of course not the case, since APEC represents a wide range of different countries and regions. The macro context within which TESOL ITT is situated in any given country will therefore vary. Figure 1 suggests some of the principal inter-related variables.

Figure 1. The macro context of TESOL initial teacher training

Geo-political context of the state • roles of English • perceived need for English • importance of English in the school curriculum		Curriculum context. • Content of TESOL curriculum / syllabus • expected outcomes of the school language learning process for future citizens.
	Aims and content of TESOL Teacher Education	
Social- Educational context. • Societal/cultural expectations of (language) teachers and their role in the TESOL classroom • Societal/cultural expectations of the content of and approach to (language) teacher education		Economic context. • Level of public funding (able to be) allocated to the TESOL teaching and learning processes • Primary • Secondary • Tertiary • Teacher education

Despite the wide variation in some or all the above factors between EFL APEC countries, it seems that in most, the principles underlying the TESOL curriculum are expressed in terms of communicative language teaching and/or task based learning and/or learner centred approaches. Similarly curriculum outcomes are expressed in terms of the development of learners' communicative abilities.
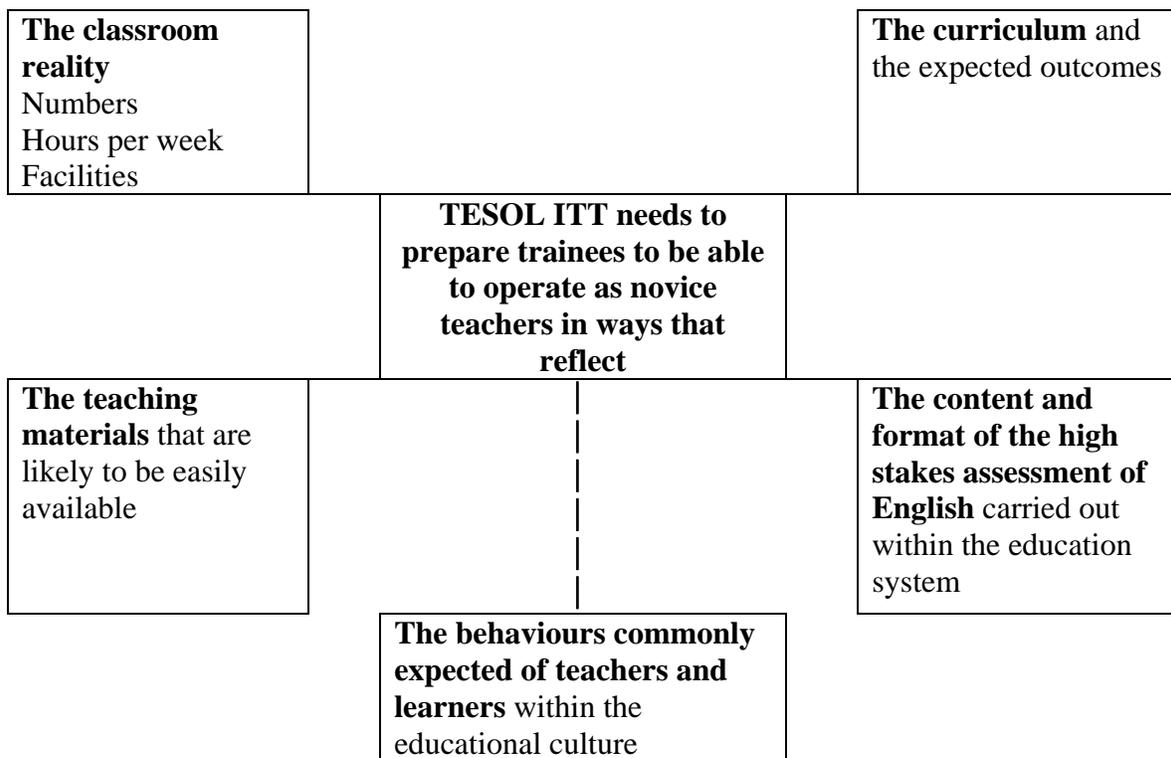
Where do these terms come from? They have largely been imported from ideas about the nature of language and the language learning process and hence about language teaching that have been developed since the early 1970s in what Holliday (1994) calls BANA (British, Australasia, North America) English ESL and private language school language learning contexts. As mentioned in the introduction, these differ considerably from the EFL contexts that exist in the majority of APEC countries.

Given the differences resulting both from being EFL contexts and from the macro-contextual differences in Figure 1, it is unlikely that concepts commonly associated with communicative approaches, such as *learner centredness, learner autonomy, teachers as facilitators,* will be understood and so be implemented in the same way everywhere.

Although they are usually presented as if they were purely a set of techniques and therefore one size will fit all regardless of context, they are not value free. Instead they represent a view of the kind of people and society that countries wish to create through education. (Tabulawa 2003). If, therefore, such terms are to be used to define curriculum aims in EFL APEC countries, they need to bear in mind Holliday's (2001) concept of 'cultural continuity' and need to be adapted to meet national contextual realities. There cannot thus be a single prescription for the product or the process of TESOL ITT in EFL countries. Instead it needs to be planned to meet the needs of the particular national contextual reality within which it is situated.

Macro contextual variables within APEC states are too complex to take any further in this paper. However, at the micro TESOL level within any education system, any ITT programme needs to be planned to reflect the TESOL reality in which the trainees will be working. This is illustrated in figure 2 below.

**Figure 2. The components of the micro TESOL context
within any education system**

The classroom reality Numbers Hours per week Facilities		**The curriculum** and the expected outcomes
	TESOL ITT needs to prepare trainees to be able to operate as novice teachers in ways that reflect	
The teaching materials that are likely to be easily available		**The content and format of the high stakes assessment of English** carried out within the education system
	The behaviours commonly expected of teachers and learners within the educational culture	

4. A POSSIBLE CORE TESOL ITT CURRICULUM

Again despite the shared 'communicative rhetoric', each of the above factors and the coherence between them is likely to vary between APEC countries. Any attempt I might make to suggest what an appropriate TESOL ITT curriculum might look like can therefore only be a decontextualised idealisation. Any particular national or regional ITT

system will thus need to adapt the content and process of its ITT to meet its own realities in terms of the above, if it is to genuinely prepare novice teachers to help real learners in real classrooms to meet curriculum aims.

The idealisation that follows assumes two things
- broad coherence between the components of the TESOL system outlined in figure 2,
- a curriculum which aims to help SS develop both knowledge about the language and the ability to use that knowledge for their own (more or less defined) purposes.

If we bear in mind the list of bullet points on page 8 above, its content can be divided into two broad areas; 'knowledge about' and 'ability to'.

Figure 3. CORE TESOL ITT CURRICULUM CONTENT

Knowledge courses			Ability courses	
The (English) Language System Components Purposes Frequencies/ Corpora	**The Language learning Process** What do we know about it? What factors seem to help/hinder it? How does it vary at different ages? What do these imply for the roles teachers and learners need to play in the classroom?		**Language proficiency** **General Oral/Aural/ Reading skills development** based around topics in L2 culture **Oral/Written Language of English Teaching** Presentation of forms Management of skills/use activities **Language of TESOL.** Reading based	**Teaching proficiency** **Applying knowledge of language, learning, principles of agreed teaching approach, and suggested techniques in practice through Microteaching /Observation** forms and skills based activities trying out, feedback , re-teaching cycles, moving from group to individual responsibility
Planning Language Teaching in the classroom. Given the expected curriculum outcomes, how should classroom time be divided between focus on form and skills/use development?				

Teaching methodology Given what we know about language and learning and what the curriculum hopes to achieve, what principles do we want to ensure in our approach to teaching, what techniques may be helpful for teaching forms and skills/uses in motivating ways?			**Applying materials evaluation and adaptation principles,** and microteaching adapted materials **Applying principles of assessment design** to particular forms and skills and trying these out. **All the above +/- embedded in school based teaching practice.**
Materials Evaluation and adaptation Bearing expected curriculum outcomes in mind, what are strengths and weaknesses of existing materials? How can we use existing materials to support the approach/ techniques? What principles can we use for adapting materials/ finding supplementary materials?			
Language Assessment What are the principles of any assessment? Why do we assess? How can we vary assessment methods according to assessment purposes? How do the high stakes regional/national exams assess learners? How can we assess in ways that will encourage and not demotivate?			

The number of years thought appropriate for TESOL ITT will vary from country to country, so Figure 4 below is merely provided to illustrate how the above might be sequenced. The speakers who follow will I am sure have a great deal to say that is of more specific relevance to the Chilean context.

Figure 4. A POSSIBLE TESOL ITT PROGRAMME SEQUENCE
YEAR 1

Knowledge about			Ability to	
English Language system	**Language learning**		**Language proficiency 1.** Oral/Aural and reading skills development based around L2 culture. Modelling approach and some techniques to be introduced in Teaching Methodology 1 and 2	**Language proficiency 2.** The language of TESOL. Reading and discussing basic readings to support Knowledge courses.
Forms Purposes Frequencies and the potential role of corpora	Basic theories L1 vs L2 Different ages What do we mean by Learner centredness? Motivation			
Planning Language Teaching in the classroom. Curricular expectations Time available What do we need to focus on?			**Group microteaching** using approaches/techniques from methodology 1 and 2 Feedback from peers and tutors.	
Developing our own approach What do understandings about language learning and the curriculum suggest we should try to include in our approaches to teaching?				
Teaching methodology 1 Teaching forms and vocabulary Role of corpora.				
Teaching methodology 2 Developing skills and encouraging use Role of corpora				

YEAR 2

Knowledge about		Ability to
Language Teaching materials Evaluation in the light of methodology and curriculum aims Principles of adaptation for different purposes Principles of task design Authenticity of text and task Sources of supplementary materials (the web)		**Language proficiency 1 as above** **Language proficiency 2 based around materials and assessment** **Language proficiency 3.** Language of teaching forms and managing skills/use activities
Language assessment in the light of methodology and curriculum aims Principles of assessment Item types for different purposes Peer and self assessment		**Microteaching cycles** from the 'book' and from own adapted materials, using approach/techniques from methodology 1 and 2. From group to individual. Feedback on language and methodology from peers and tutors
Principles of classroom observation and practitioner research		**Designing assessment instruments for different purposes.** peer and tutor evaluation and feedback
		Guided classroom observation in schools **Feedback sessions on observations with peers and tutors**

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YEAR 3

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Developing ability to	
(While at college/university) **Language proficiency 1** **Oral/Aural and reading development.** **Work on Language proficiency 3 as necessary in light of issues and problems arising**	**Teaching practice 1** +/- 1-2 months in school full time, 50% classroom assistant/ 50% responsibility for one class Using language Applying approach/techniques Using/adapting materials Designing simple assessment **Issues and problems arising** Possible solutions Microteaching cycles based round problem-possible solution Peer and tutor feedback **Discussion/ agreement of criteria for practical teaching assessment during/after TP 2** **Discussion of focus of small scale practitioner research during TP 2**
Language proficiency work as necessary to support issues arising.	**Teaching practice 2** +/- full term +/- Full time teaching of 2(+) classes **Issues and problems arising** **Possible solutions** **Microteaching as above**

The above sequence tries to
- Maximise programme coherence by demonstrating to trainees how what we 'know' affects what we 'do' Hence the use of knowledge of the language system, the teaching hours available and the curriculum and the examination system to consider weightings in different contexts; the use of knowledge of language learning to help identify principles for a teaching approach; use of principles of

teaching approach to develop principles for adapting materials and developing assessment formats.

- Provide maximum opportunities for 'trying out', thinking and retrying. Time-consuming, but in my opinion very worthwhile.
- Provide encouragement to cooperate and learn from each other.
- Develop trainees' oral and written language proficiency in three critical areas, general, classroom and professional.
- Provide some cultural input via the proficiency development.
- Support the specific proficiency inputs with numerous demands to use the language for study, microteaching, materials adaptation and discussion purposes.
- Provide some training in practitioner research and an expectation that this will be an ongoing part of their professional development.

5. Support post ITT

Novice TESOL teachers emerging from even the most ideal ITT programme will have a shock as they move into the world of full time teaching in what will usually be an unfamiliar school environment. They will frequently encounter problems resulting from lack of coherence between components of the TESOL micro environment, which may affect learners' motivation, the ease with which particular teaching-learning techniques can be introduced, the attitudes of older colleagues/school administrators, parental expectations….

The more they can be supported for their first few years of teaching, the more likely they are to be willing and able to try to be the best teachers they can be, even in less than ideal circumstances. Establishing novice teacher support mechanisms is thus an integral part of any significant change to the TESOL ITT curriculum.

In Chile the existing teacher networks and the introduction of school based mentors with responsibilities for novice teachers show what can be done. However if these are to maximise their beneficial effects, time and space for teachers and/or mentors to meet needs to be made regularly available within existing school timetables. If they are to be taken seriously, they need to be supported by school principals and be seen as part of normal professional activity, rather than something extra to be squeezed in. (Leithwood 2002, Harris 2003, Harvey 1996,Fullan 2000) For this to be possible, they needed to be funded as part of the regular education budget.

Other possibilities of course exist. De Wert (2003) for example reports on a number of studies in the USA that show new teacher support groups consisting of cohorts of trainees who have been through training together, help to reduce stress , decrease isolation and increase feelings of competence and so enthusiasm.. One way in which such groups can be formed is by establishing an email list for all participants (based at the ITT providing institution with all mailings thus going to each member, for communal discussion of problems and possible solutions, so mirroring the teaching feedback rethinking retrying cycles experienced during ITT. The establishment of such virtual support networks among novice teachers in the USA has been very positively evaluated.

Conclusion
To conclude, three final points which need to be borne in mind if TESOL ITT is to better prepare teachers to achieve national curriculum outcomes.

1.'Educational policy is driven by different priorities which are dependent on the social, political, cultural and economic context within which they are embedded'. (Flores and Shiroma 2003:6). In EFL countries, English curriculum aims and the manner in which these are translated into outcomes, need to be adjusted to meet the realities of the contexts in which they are embedded.   TESOL ITT then needs to be designed and carried out to help meet these realistic outcomes.

2. Such reconceptualisations of curriculum aims and outcomes and the development of TESOL ITT programmes that will support them, will require sustained work over a time span of at least five to ten years. This implies that.
Educational change needs to be seen as a state not a government issue, with the provision of economic and political support over time (Cox and Le Maitre 1999) and that
 'Governments must put educational investment beyond their own need for political survival' (Fullan 2001:233)

3. Finally, if we are serious about wanting to see changes in the outcomes of our national English language teaching system, we have no real choice but to try to ensure that our ITT programmes prepare teachers to help learners to achieve these outcomes , since 'Educational change depends on what teachers do and think, it is as simple and as complex as that' (Fullan 2001:115).

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