

# KSZTAŁCENIE GLOTTODYDAKTYKÓW

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## FOREIGN LANGUAGE TEACHER EDUCATION IN GERMANY, IRAN AND POLAND – A COMPARATIVE STUDY

**Keywords:** teacher training, professionalization of teacher training, European standards of teacher training

**Abstract.** This article discusses the issues of academic education of foreign language teachers in three different educational systems. It presents them in the context of education culture and school culture, showing their influence on the way of organization and realization of education processes.

School and education in general, including university preparation for the teaching profession is a place of developing so-called social capital. Reflection on the way these processes operate plays a key role in the planning and implementation of effective educational activities, using the so-called good practices of each of the systems.

In the comparative research, the teacher training programmes in Iran, Germany and Poland are subject to comparative analysis against the framework of European standards for teacher education.

### 1. INTRODUCTION

Systems of language teaching are a part of education and as such refer to a vision supported by state education bodies. Reflecting on education and the role of schools, it is worth remembering that schools do not just implement a curriculum, but create a system of educational activities which go far beyond the school walls

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and reach parents, communities, non-teaching school employees, etc. The fact that schools can correct, strengthen and direct attention to social phenomena which really shape the attitudes of students and people who surround them, plays a key role. However, this reflection can also be applied to the language education of adults, i.e. the teaching of foreign and second languages.

We would like this text to be a contribution to the reflection on how the vision of language education affects the training of teachers and how they, too, shape language education while being prepared for the profession<sup>1</sup>. We would like to place our analysis in the context of concepts such as education culture (Jerome Bruner) and school culture (Barbara Dobrowolska). We regard education not as an island, but as part of a cultural continent (Bruner 1996/2006, p. 27). Teachers as individuals do not simply mirror culture, they co-create it and at the same time transmit canonical ways of constructing reality (Bruner 1996/2006, pp. 30–31 et seq.). This in turn is reflected in values, attitudes towards languages, cultures and, last but not least, learning/teaching.

School culture, i.e. principles, norms, values, expectations, customs shaped by educational entities, including teachers and the social environment in a broad sense (Dobrowolska 2015, p. 10), is a specific social system in which socialization, transmission of cultural models, and dialogue take place, also in the context of multiculturalism. Therefore, a lot depends on teachers, on the approaches they represent, how they cope with (cultural) diversity, drawing on their knowledge, experience, emotions, etc. Everything depends on them – their attitudes have social consequences. School is to a certain extent a self-controlled environment and, moreover, a place to develop *social capital* (as Bourdieu calls it). In other words, school education takes on various forms depending on how teachers are perceived and prepared for the profession.

The following text is based on a comparative analysis of documents created within the framework of the institutionalised European community and programmes of professional preparation for foreign language teachers. The assumptions of these documents and programmes are often transferred to practice and/or reflection on learning/teaching foreign languages in various parts of the world. For us, Iranian experiences, manifested in the description of experiences with the Islamic Republic of Iran, are also a point of reference. The context-driven vision of language (and culture) shows that the assumptions originating from different approaches make it possible to challenge some of the judgments formulated on the “nature” of languages and the traditions of teaching them. This refers especially to so-called world languages, which include the most frequently taught foreign languages in the countries we describe. Different experiences create a space for

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discussion, in which the awareness of “naturalised” assumptions and of ethnocentrism plays a key role.

The method of implementation of the above attitude is a comparative analysis based on the assumptions of comparative foreign language didactics (Gębal 2013). In our text, we compare the professionalization of foreign language teacher training in Germany, Iran and Poland. The analysis shows tendencies, similarities and differences in the way and form of didactic-methodological classes, in combining the transferred theoretical knowledge with teaching practice and in the connection of pedagogical practices to other components of teacher education.

European teacher education standards are a key element of our analysis, and play an increasingly important role, especially in the dimension of organisational and content-related assumptions of language teacher training. From the perspective of our inquiries, they become a kind of filter, facilitating comparative analyses.

In the methodological approach we use a qualitative method in the form of a comparative study, combined with the presentation of a research problem.

## **2. PROFESSIONALISATION OF LANGUAGE TEACHER TRAINING IN THEORETICAL CONSIDERATIONS IN THE FIELD OF LANGUAGE TEACHING**

Contemporary European teacher education models, with their human-oriented attitude towards learning/teaching, perceive the teacher as an integrated personality and attribute to him/her the ability to match thoughts and actions. They emphasize the sense of working on developing autonomy, interest in other people, realising oneself in contacts with others and shaping one’s identity.

According to this concept, teacher education is a process that helps one to discover one’s own identity, individuality and potential for creativity. These factors support personal development, gaining professional autonomy and individual discovery of the importance of the acquired knowledge and skills, ultimately turned into practical action. Psychology and humanistic pedagogy are the backbone of this educational trend (Kwiatkowska 2012; Szempruch 2013; Terhart et al. 2014). In recent years, language teaching has been complemented by a new emancipatory paradigm of teacher education. Its constitutional features are: independence from dogmatic thinking, open communication with the world, respect for the rights of every human being and freedom, which is becoming a principle, goal and the primary means of education (Marek 2015). This trend is an important part of didactic activities aimed at preparing citizens for living in modern societies and creating civil communities.

Practical implementation of the above-mentioned assumptions for teacher training gives importance to the professionalization of the prospective foreign language instructors' education. Professionalization is understood as the process of integrating academic knowledge – as a part of pedagogical and didactic preparation – with language teaching practice. The substantial dimension of the professionalization of education means that the process becomes more practical. Its presence in the university programmes manifests itself in the form of pedagogical and didactic classes and the extent to which teaching practices are linked to other elements of education (Gębal 2013; Attard-Tonna & Madalińska-Michalak 2018).

This kind of professionalization of academic education supports the use of workshop classes in the curriculum, which are carried out within the framework of constructivistically oriented tasks, e.g. according to the problem based learning (PBL) concept. The transmission of all theoretical issues should refer to the situations that students would observe in the classroom during a real foreign language lesson. Some classes may also take place in schools, which provide a natural environment for the implementation of the PBL concept. This process of language teacher training supports the reflectiveness of future language educators. Donald Schön's concept of the epistemology of reflexive practice, still present in foreign language didactics, questions the understanding of teaching practice reduced to the simple application of theory. The teacher's activity does not consist of the application of theoretical rules in practical action, because his/her action plan is created and realised in the course of its implementation (Schön 1996; Kutrowska 2016). Preparation of future reflective practice, becoming a goal of academic education, supports the professionalization of the education of future foreign language educators.

### 3. EUROPEAN STANDARDS FOR TEACHER TRAINING

European language policy, based on the multilingualism and multiculturalism of its citizens, is intended to promote the teaching of all the languages of the continent, giving them a fully-fledged place in the European linguistic arena. The implementation of this ambitious objective is to be facilitated by a number of projects carried out under the auspices of the Council of Europe. In addition to well-known documents such as *The Common European Framework of Reference for Languages* (CEFR) (2003) and *The European Language Portfolio* (ELP) (2001), there are related publications, including *The European Profile for Language Teacher Education* (EPLTE) (2006) and *The European Portfolio for Student Teachers of Languages* (EPOSTL) (2007), which are the first attempts to standardise this education and a reference point for various teacher education systems operating in individual countries or regions.

The aim of *The European Profile for Language Teacher Education*, developed under the guidance of Michael Kelly and Michael Grenfell of the University of Southampton, was to develop proposals for a common understanding of concepts and a common teacher education terminology.

The profile should not be seen as a set of guidelines for teacher education. It is a sort of blueprint or matrix that can be adapted to the needs of individual teacher education systems and specific educational programmes.

The forty issues of *The European Profile for Language Teacher Education*, which provide a detailed description of the content of language teacher education, are assigned to four blocks devoted to the structure of education, knowledge and understanding, strategies and skills, and values (see: table 1).

Table 1. *Structure of the European profile for language teacher education*  
(*The European Portfolio...* 2007, p. 4)

<b>Structure</b>	<b>Strategies and Skills</b>
<i>This section contains items describing the different constituent parts of language teacher education and indicates how they could be organised.</i>	<i>This section contains items relating to what trainee language teachers should know how to do in teaching and learning situations as teaching professionals as a result of their initial and in-service teacher education.</i>
<b>Knowledge and Understanding</b>	<b>Values</b>
<i>This section contains items relating to what trainee language teachers should know and understand about teaching and learning languages as a result of their initial and in-service teacher education.</i>	<i>This section contains items relating to the values that trainee language teachers should be taught to promote in and through their language teaching.</i>

Source: own study

From the perspective of the professionalization of foreign language teacher training, the first part of the document is particularly important. It is devoted to the structure of education, and lists the important components of teacher training, while indicating the way in which it is organized. As the authors of the material point out, in preparation for the teaching profession, practical teaching classes and the academic theory of learning and teaching should be treated as a whole, because they remain in relation and interact with each other (cf. *The European Portfolio...* 2007, p. 7). For professionals who are planning the training of future teachers, this means planning it in such a way that the transmission of theoretical issues refers to the specific situations that may be observed during a real foreign language lesson.

## 4. TRAINING OF LANGUAGE TEACHERS IN PARTICULAR COUNTRIES

### 4.1. GERMANY

The training of language teachers currently takes place in Germany as part of the first and second cycles of studies (Bachelor's and Master's degree) according to the Bologna system. Teacher training has to be a part of full-time study. A part-time course is only possible in the case of vocational training. In higher education, the pedagogical activities are often carried out by relevant research and teaching institutions responsible for the implementation of courses assigned to all didactic programs (the so-called *Didaktische Zentren* or *Zentren für Lehrerbildung*). In some universities, these specialised units offer general pedagogical classes, while didactic and methodological modules are assigned to faculties and institutes of modern languages. The education of future language teachers is carried out generally by universities and a small number of other higher education institutions. A teacher's specialization is usually realised within the framework of a compulsory parallel study of two university faculties (dual-track education) and is referred to with the administrative term *Lehramt*. Currently, teachers of English, French, Spanish, Italian, Portuguese, Arabic, Turkish, Hebrew, Russian, Polish, Czech, Serbian, Dutch, Danish, Swedish, Chinese, Japanese, Greek, Latin, classical Greek and German as a foreign and second language are being trained in Germany. The training of all language teachers is based on local teacher education standards developed at the level of the federal states (*Bundesländer*).

As a result of this, there are significant differences in the way the education of future language instructors is organised in particular regions of the country. The two-stage language teacher training within this dual-track education is often combined with other, non-language school subjects. However, not all combinations are permitted. The possibility of combining the studied fields of teaching usually depends on the demand for individual specialists on the local educational labour markets. The changing demand for particular teachers affects the choice of individual course combinations.

Vocational teacher training in Germany comprises three phases: university studies in teaching (*Lehramtsstudium*), practical preparation for school work (*Vorbereitungsdienst/Referendariat*) and in-service training. The first phase of education, language-pedagogical studies, conducted within the framework of modular two-stage studies (*modularisierte Studiengänge*), usually lasts about 10 semesters. Bachelor's studies last for six semesters, and Master's studies another four semesters. At some universities, the first stage of studies includes the so-called general pedagogical and general didactic preparation, not targeted at any level of education or type of school. It is not until the second cycle of stu-

dies that narrow specialisations are proposed to prepare for teaching in primary schools (*Lehramt der Primarstufe und Sekundarstufe I*), high schools (*Lehramt an Gymnasien*), vocational schools (*Lehramt an Beruflichen Schulen*), *Realschulen* (*Lehramt an Realschulen*) and special schools (*Lehramt an Sonderschulen*). The didactic offer of individual modern language faculties corresponds to the reality of language education in a given state (*Bundesland*). If a language is not a school subject, it does not appear in the *Lehramt* offer of a university. At other universities, narrow vocational specialisations, taking into account educational stage and type of school, are introduced as part of the Bachelor's degree programme. Upon completion of the first cycle of education, a B.Ed. (Bachelor of Education) or B.A. (Bachelor of Arts) diploma is obtained, and after the second degree studies that of an M.Ed. (Master of Education) or M.A. (Master of Arts). Completing the first degree, confirmed with a B.A. or B.Ed. diploma, is treated as having the first professional academic degree. However, it is not tantamount to having a full pedagogical education, entitling an individual to start an internship in schools. Only obtaining the title of M.A. or M.Ed. after the second degree allows the internship procedure to start. Completion of a full university course of study does not mean obtaining all the qualifications necessary to take up the profession of foreign language teacher. At this point the second cycle of education, called *Referendariat*, begins. This practice, which usually lasts about 18 months, is an integral part of the whole education process. Afterwards, candidates teachers take the state examination before committees appointed by the education authorities of the individual federal states. Then, they are obliged to teach in a given type of school, the choice of which was made during their university studies. The third and last, stage of education includes various forms of in-service training provided by higher education institutions and relevant further education institutes (also abroad) throughout the whole professional career of teachers.

The scientific independence of individual universities, which comes from the idea of the university conceived by Humboldt, translates into the lack of central standards of academic teacher training. Defining the standards of university-level teacher education is the responsibility of individual universities and it is up to them how to complete the programme of studies. The organisation and provision of language teacher training usually depends on the tradition of teacher training at a given university and the profile of its research activities.

#### 4.2. POLAND

The training of language teachers is currently carried out as part of undergraduate, master's and three-semester postgraduate qualification studies at universities and pedagogical colleges. In addition, teacher training institutions organise

three-semester qualification courses, the completion of which, together with the appropriate language proficiency certificate, entitles one to teach at lower levels of education. In the case of higher education institutions, the teacher education activity is carried out by foreign language teaching institutions and departments, responsible for the implementation of classes assigned to teaching specialisations. At smaller universities, foreign language didactics courses are conducted by specialists affiliated with scientific and didactic institutions, usually of a linguistic character. Philological studies with a teaching profile are also conducted in higher vocational schools.

Until 2015, teacher training was the main field of didactic activity of teacher training colleges of foreign languages, which are independent teacher training centres, run by self-governing assemblies of individual voivodeships, and foreign language colleges operating within universities and other higher education institutions. Four years ago, most of these institutions were closed down. The only exceptions are the restructured language colleges at the University of Warsaw and the Silesian University of Technology in Gliwice.

At present, teachers of English, German, Russian, French, Spanish, Italian, Latin and Polish as a foreign/second language are being trained in Poland. Foreign language teaching activity is also conducted in pedagogical faculties, specializing in early school (and kindergarten) teaching with a foreign language, preparing future teachers of so-called early education, teaching also foreign languages (currently mostly English). The education of all foreign language teachers, apart from specialists in Polish for foreigners, is carried out on the basis of ministerial standards, defining the nature of education and the detailed requirements, including the subjects to be taught, along with the minimum number of hours of particular classes. Modern languages faculties also take into account ministerial standards developed for philology, which include FLT education contents, in the block of courses in the fields of linguistics and applied linguistics.

The teacher training standards also define the competences of future teachers, the development of which is the main goal of the teacher education activity of a university. Preparing future teachers should comprise their acquisition of competences in seven areas: didactic, educational and social, creative, praxeological, as well as those concerning communication, information and media, and language.

Applying the presented standards, individual universities develop their own teacher training programmes, depending on their human resources and previous experience in teacher education.

In the case of teacher training within the framework of teaching qualification post-graduate studies, the relevant standards assume that at least 350 hours of pedagogical and methodological classes will be provided. Such studies last at least three semesters. The graduates of this educational pathway are obliged to hold

appropriate certificates confirming language knowledge at the level required by the relevant legal regulations, in order to be authorised to teach particular foreign languages. Qualifying post-graduate studies do not prepare students for certificate exams in foreign languages.

The current teacher training standards are not a set of recommendations originally developed for the preparation of future language teaching professionals, as they concern all programmes offering teacher specialisations. Their automatic transfer into the dimension of an autonomously developing system of language teacher training, which has its own experience and which has developed educational strategies, seems to be a procedure that has not been fully considered. In the academic year 2019/2020, new standards of teacher education are due to come into force, prepared with little participation of the Polish language teaching community.

### 4.3. IRAN

In the Islamic Republic of Iran studies in teacher education are offered mainly in the departments of culture and languages. For instance, at the University of Tehran such studies are offered in the field of English Language and Literature, French Language and Literature, German Language, Russian Language, Italian Language and Literature and other foreign languages, e.g. Catalan (general language, only at the B.A. level). Depending on the level of studies (B.A., M.A., Ph.D.) students choose a major: Language and Literature, Language teaching, or Translation (only for German). The majors are available depending on the language. For example at the above-mentioned university, teaching as a major at M.A. level is offered for English, French and Russian. Moreover, Ph.D. programmes in teaching Russian, English and German are also provided<sup>2</sup>.

A closer look at English as a foreign language in Iran is a good example of how world Englishes function and what kind of challenges may be observed. At the beginning, it should be mentioned that teaching English at elementary schools has been prohibited in Iran since 2018. The authorities claim that it is to strengthen the national language. Generally, Iranian authorities believe that teaching foreign languages such as English is one of the ways of expanding non-Islamic values of Western civilization among adolescents and the young.

The learning of English as an international language, Persian as the national language and Arabic as the religious language of Iranian Muslims are all obligatory at secondary and high schools. The content of English textbooks in Iran is in line with Islamic values; therefore, these textbooks cannot make students fami-

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<sup>2</sup> <https://ut.ac.ir/en/page/409/degrees> [28.08.2019].

liar with the intellectual and cultural values of Western countries. Moreover, the school textbooks emphasise reading and writing skills and most teachers are not good at speaking or listening either. Also, the schools are not well equipped with audio-visual and auditory facilities. Obviously, all this causes the students to be weak in speaking and listening skills.

In Iran, the content of textbooks, curricula and teaching methods, depends on where (school, university or private institute) you learn a foreign language, English being the most widely taught.

Courses in *Teaching English* are offered at all university levels, i.e. undergraduate, postgraduate and Ph.D. An undergraduate course is a four-year course (eight semesters in total); each semester lasts 16 weeks, which includes theoretical and practical courses, of which the former last 16 hours and the latter 32 hours. It is worth mentioning that a *Teaching English as a Foreign Language (TEFL)* course was specifically first offered by the Teachers' Training University in Tehran in the 1960s and was an intensive one-year programme for the graduates in English language and/or literature who could pass the entrance exam; general teaching qualifications were offered by other universities also before that time.

This university programme aims at training teachers for schools and its curriculum includes obligatory and optional courses, comprising language courses focusing on skills such as reading and comprehension, conversation, writing, study skills, general linguistics, and some general courses such as Persian language and literature, the Islamic revolution of Iran, religious education, etc. There are also four practical teaching courses (internship/practicum) in the undergraduate studies, which are offered in the last two semesters (seventh and eighth semester), 2 courses delivered in each semester, comprising 32 hours. In the seventh semester, the students go to a state secondary school four days a week from 8 am to 2 pm, in order to learn teaching practically by observing and sometimes substituting for the teacher in class; then, they report on their internship to a university professor. In the second internship, held in the eighth semester, the students teach at a state high school.

In the postgraduate and Ph.D. programmes, there are still courses in reading and comprehension, conversation and especially more courses in the field of linguistics.

Most of the students who graduate from university have a fairly good ability to read and write, but it seems that the curriculum does not suffice for the speaking and listening skills.

Most people who would like to learn English and especially improve their speaking and listening skills, enrol in private language institutes. Textbooks and teaching methods in private institutes are in line with the standards of the rest of the world. However, some of the contents of these books may be censored as being against Islamic values.

Teachers of such institutes often attend courses such as *TTC (Teacher Training Course)*. Also, the institute's academic supervisors practically evaluate the applicants' teaching skills before recruiting them. There is no such practical evaluation in the employment procedure of school teachers, and a university degree suffices and is considered as a proof of a language teaching competence.

## 5. PROFESSIONALIZATION OF LANGUAGE TEACHER TRAINING IN GERMANY, IRAN AND POLAND

The above presentation of the different education systems for future teachers, rather brief and general, shows that, as indicated in the introduction, the different cultural and sociopolitical contexts have a significant impact on the way in which languages are taught and how the professional preparation of future teachers is being developed.

The philosophical assumptions and ideals broadly represented in particular societies and also in national education systems are reflected in the perception of learners and language learners, and, which is not so obvious, the social and individual needs behind the teaching of certain languages.

Our comparative analyses cover three aspects of the professionalization of language teacher training and will be presented in the form of three case studies. We present the connection of theoretical aspects with teaching practice, the presence of various forms and types of classes in order to develop a reflective attitude to teaching, and the connection of pedagogical practices (internships/practicums) with other components of teacher education. Each of these will enable us to present the practice of educating future foreign language teachers at selected capital city universities in the three analysed countries. Behind this choice of universities, there is the intention to present teacher education in the largest universities in each country. We assume that due to their importance and rich offer of language teacher education, they should represent a high level of pedagogical awareness, which, in turn, should translate into the adoption of innovative solutions, taking into account the contemporary developments of pedagogical thought in the chosen countries.

Our comparative analysis of university teacher training programmes will be presented in a table in order to make it more transparent. We have assigned columns to the three selected universities. In another column, we present selected indicators of the European standards for foreign language teacher education, which we regard as a basis for comparison (*tertium comparationis*). Their presence will enable us to carry out more detailed comparative analyses, which are presented later in our text.

Table 2. *Language Teacher Training in comparison*

	European standards (selected descriptors)	Germany (Freie Universität in Berlin)	Iran (University of Tehran)	Poland (University of Warsaw, Applied Linguistics)
Combining (connecting/joining) theoretical knowledge with teaching practice	<p><b><i>A curriculum integrating academic study and the practical experience of teaching</i></b></p> <ul style="list-style-type: none"> <li>• Trainees should read theory and then recognise it working in practice, either through peer observation or through teacher observation.</li> <li>• Trainees are able to demonstrate an understanding and evaluation of the theoretical part of their education.</li> <li>• Through action research tasks or similar, trainees are able to apply the theory to their teaching and then assess it.</li> <li>• Teacher educators need direct contact with classroom-based practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher studies are implemented on the basis of <i>Berliner Model der Lehrerausbildung</i>, a concept created by experts representing academics and practitioners of all universities in Berlin.</li> <li>• The professional preparation for work includes two school subjects, which may also be foreign languages.</li> <li>• The teacher training includes an 18-month period of <i>Referendariat</i> (a compulsory internship focused on the practice of teaching in schools).</li> <li>• The majority of classes of pedagogical preparation, focused on the type of school chosen by the students, is carried out as part of the master's studies.</li> <li>• Theoretical classes are connected with teaching practice. This is evidenced by the compulsory module "Planning, implementation and reflection of English language classes", (included in the curriculum).</li> <li>• In general, the practical module is of less importance compared to the theoretical module.</li> </ul>	<ul style="list-style-type: none"> <li>• A large part of the curriculum of university EFL Teaching studies is theoretical.</li> <li>• In the undergraduate studies, there are theoretical courses/subjects focusing more on teaching the four skills (listening, speaking, writing, and reading).</li> <li>• In fact, a large proportion of the courses are shared by the three academic English-based majors of <i>English language teaching</i>, <i>Translation studies</i>, and <i>English language and literature</i>.</li> <li>• The specialized courses focus mainly on language teaching methods, educational psychology, and sociology of education and training, which are all theoretical.</li> <li>• The practical part of the teacher training, limited to the last two semesters, is not under rigorous monitoring.</li> <li>• Trainees attend school classes to be trained mostly by observing, then reporting to the professor and/or presenting their observations in the university class.</li> </ul>	<ul style="list-style-type: none"> <li>• The didactic-methodological module of language teacher training consists of didactic and methodological classes.</li> <li>• Theoretical contents of psycholinguistic character dominate in didactic classes, which to a small extent refer to the everyday practice of language teaching in schools.</li> <li>• Methodological classes include practical aspects of the preparation of classes at school. However, they do not take into account academic reflexive learning techniques.</li> <li>• Students are not presented with examples of good practice.</li> <li>• Teaching planning is theoretical in nature and is not connected with teaching practice.</li> <li>• Within the framework of the didactic-methodological module, additional, elective courses are offered.</li> <li>• Many of them are not directly related to teaching practice but take up further theoretical issues.</li> </ul>

	European standards (selected descriptors) (cont.)	Germany (Freie Universität in Berlin) (cont.)	Iran (University of Tehran) (cont.)	Poland (University of Warsaw, Applied Linguistics) (cont.)
<p>Philosophy of education; structure of didactic and methodological classes (major: teaching)</p>	<p><i>Training in the development of a critical and enquiring approach to teaching and learning</i></p> <ul style="list-style-type: none"> <li>• <i>Trainees are encouraged to question and challenge every aspect of their education. They must not accept anything as a norm.</i></li> <li>• <i>Trainees are able to reflect on what they have learnt and what they have seen or done in practice and are able to assess the value of this against the intended learning outcomes for a given group of learners.</i></li> <li>• <i>Trainees have a genuine interest in finding other ways and means of teaching a specific group of learners as appropriate. They make the vital link between their own learning and their teaching.</i></li> </ul>	<ul style="list-style-type: none"> <li>• The classes conducted within the module “Planning, implementation and reflection of English language classes” end with the preparation of a 15-page academic paper, devoted to a selected aspect of foreign language didactics.</li> <li>• Most of the classes of the didactic modules are conducted in the form of a conversation class or seminar, which is to link the practical aspects with their academic description.</li> <li>• Microteaching forms are implemented in order to prepare students for the internship.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing textbooks and lectures on English language teaching issues are presented in the master programme.</li> <li>• Students can critically review and discuss the contents of school textbooks. However, the contents in line with Islamic values cannot be criticized.</li> <li>• Specific textbooks are not suggested, but simply chosen by the academic staff.</li> </ul>	<ul style="list-style-type: none"> <li>• In teacher education terms, the teacher education module takes little account of the assumptions of reflexive education.</li> <li>• Classes are realised in the form of lectures and seminars, with little use of workshop forms.</li> <li>• There is no micro-learning or case studies.</li> <li>• In the curriculum there is no action research as a form of empirical project implemented in relation to students’ teacher training.</li> </ul>

	<b>European standards (selected descriptors) (cont.)</b>	<b>Germany (Freie Universität in Berlin) (cont.)</b>	<b>Iran (University of Tehran) (cont.)</b>	<b>Poland (University of Warsaw, Applied Linguistics) (cont.)</b>
<b>Linking pedagogical practices with other components of teacher education</b>	<p><i>An explicit framework for teaching practice (stage/ practicum)</i></p> <ul style="list-style-type: none"> <li>• <i>Institutions provide trainees with written guidelines outlining how their teaching practice will be organised.</i></li> <li>• <i>Mentors are fully briefed and trained and understand the expectations of both the trainee and the educational institution.</i></li> <li>• <i>Trainees, likewise, are fully aware of what is expected of them in terms of what they achieve in the classroom and what subsequent papers or diaries need to be produced.</i></li> <li>• <i>Teaching practice is monitored by the trainee's institution through regular contact with the trainee and his/her mentor.</i></li> <li>• <i>Trainees keep a teaching practice diary or log recording their experiences. Mentors and tutors help trainees compile this document.</i></li> <li>• <i>Any problems with either the trainee or the school are foreseen and dealt with before they become an issue.</i></li> <li>• <i>Feedback from tutors and mentors is constructive and sensitive.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Internships realised during the studies are preceded by classes preparing for their completion.</li> <li>• After the internship, during follow-up academic classes the pedagogical experiences acquired by the students are the subject of reflection.</li> <li>• <i>Berliner Modell der Lehrerbildung</i> suggests that these activities should be carried out directly in schools in order to bring them closer to everyday educational practice.</li> <li>• The experience gained during the internship can be used in the preparation of a seminar work in classes on the perspectives of foreign language didactics research, which are carried out after the internship period.</li> <li>• On completion of academic studies, students interested in taking up employment as teachers are obliged to take part in the <i>Referendariat</i>, i.e. professional internship, the completion of which, after passing the state examination, opens the way to take up employment in a specific type of school selected during the studies.</li> </ul>	<ul style="list-style-type: none"> <li>• The practical courses/subjects in the curriculum have a clear framework.</li> <li>• They are presented in specific semesters and have a fixed and procedure.</li> <li>• At the beginning of the practical course, the trainee is only allowed to observe the teaching in a state school class and has no right to intervene or give any comments.</li> <li>• In the last semester, s/he is permitted to share his/her critical views with the high school teachers and university teachers and even allowed to teach in the class under the supervision of the teacher.</li> <li>• However, due to non-flexible, ideological frameworks, feedback on practical aspects of teaching is not very effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching internships, although implemented as part of the studies, are not clearly related to the other components of teacher education.</li> <li>• There is no class accompanying the internships, during which the students could discuss/analyse their experiences gained during the internships .</li> <li>• Cooperation between the higher education institutions and the schools in which students are trained during internships is in principle limited to organisational issues.</li> </ul>

Source: own study

If we compare educational objectives in the three systems we can see that the professional preparation of future foreign language teachers (including English) is perceived in quite a similar way, although there are different cultural values behind it, manifested in different ways of providing education. The main differences relate to the organisation and implementation of internships and the approach to the development and promotion of pedagogical reflectiveness among students.

As suggested by the European standards of teacher education, which we consider to be a *tertium comparationis*, theoretical knowledge should be combined with practical knowledge through observation, reference to practice and testing the understanding of theoretical knowledge through the action research approach. The above assumptions are most fully implemented by the German university, where the planning and implementation of practical training and a reflection on it are not only multidimensional, but also coherently connected. In the Iranian example, the main emphasis is on the theoretical dimension, and the practice includes observation and reflection presented to the instructor of didactic-methodological classes or in the group forum. Most of the classes are theoretical. In the Polish case, however, it is worth emphasizing that theoretical issues are not directly related to the daily practice of language classes and take into account reflective techniques only to a small extent.

The philosophy of education in line with European standards, proposes a critical, exploratory, reflexive and questioning approach to the current state of affairs. By analysing and looking for their own solutions, the prospective teachers prepare for their profession. In the German model, microteaching and writing (seminar) papers are common forms of learning. Thanks to them, students develop their didactic and methodological competence. In the Iranian model, the emphasis is placed on the critical reflection on books/materials processed in the form of obligatory reading. In the Polish model, lectures and exercises are the predominant form of teaching, rarely accompanied by workshops. Case studies are not the subject of analysis. There are no tasks within the action research methodology.

Combining internships with other components of the education of future teachers seems to be one of the key assumptions for the professionalization of their education. From the perspective of the European standards, it means ensuring that the trainees get clear information (instructions and feedback) about their traineeship, carried out in close cooperation with tutors. The trainees then know exactly what is expected of them, how they will be assessed, and that they should keep an internship diary. Moreover, the internship is constantly monitored, problems are tackled and (if possible) quickly resolved. In the German case, this model can be regarded as being successfully implemented: the internships are reflected upon, the experience acquired may become the subject of a seminar work which is prepared after the end of the seminar. In the Iranian model, in the first stage of the internship, students can only observe classes. In the next stage, close to the end of

their studies, they conduct classes under the supervision of school teachers. In the Polish case, there are no specific links between internships and other components of teacher training. The relationship between the university and the trainees' host school is in principle limited to organisational matters.

The German system, unlike the other analysed systems, incorporates subject-based studies into a predetermined teacher training model. In Poland and Iran, teacher training complements other studies, e.g. in English philology. In Germany there are teacher training studies, comprising participation in selected English classes. In Poland and Iran, teacher training is carried out within the framework of specialised modules, which are only one of the elements of the academic education as a whole.

## 6. SUMMARY

Social sciences, according to Y. S. Lincoln and E. D. Guba (see: Dobrowolska 2015, pp.74–75) identify the positivist paradigm, post-positivist paradigm, critical theory, constructivist paradigm and participatory-cooperation paradigm. However, assuming that these paradigms from social sciences are reflected in education sciences and that they are universal, we would easily expose ourselves to justified criticism and an accusation of ethnocentrism. The countries we have chosen differ in their educational systems and, as we have shown, in their values too (compare Bruner 2006).

The teaching and learning of foreign languages is an important part of education. This is reflected in the extensive reflection on the subject and the prominent place of language teacher training in the three compared systems. Therefore, it seems that increasing reflection on the professionalization of teacher training and the exchange of experiences can contribute to a better preparation for the profession of future language teachers. It seems also that the research and comparative studies on transmitted teaching content and cultural values behind it could enrich our perception of educational cultures around the world.

The picture presented here contains comprehensive and rather prescriptive recommendations. A fuller picture could be obtained by qualitative and quantitative research that would complement these reflections. The analysis presented above may be a starting point for research on a wider scale.

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### KSZTAŁCENIE NAUCZYCIELI JĘZYKÓW OBCYCH W NIEMCZECH, IRANIE I POLSCE – STUDIUM PORÓWNAWCZE

**Słowa kluczowe:** pedeutologia, kształcenia nauczycieli, profesjonalizacja kształcenia, europejskie standardy pedeutologiczne

**Streszczenie.** Artykuł prezentuje problematykę akademickiego kształcenia nauczycieli języków obcych w trzech różnych systemach edukacyjnych. Ukazuje ją w kontekście *kultury edukacji* oraz *kultury szkoły*, przedstawiając ich wpływ na sposób organizacji i realizacji procesów kształcenia.

Szkoła i generalnie edukacja, w tym także uniwersyteckie przygotowanie do zawodu nauczycielskiego to miejsce rozbudowywania tzw. kapitału społecznego. Refleksja nad tym, jak wyglądają te procesy, odgrywa kluczową rolę dla planowania i realizowania efektywnych działań edukacyjnych, także z wykorzystaniem tzw. dobrych praktyk każdego z systemów.

W odniesieniu do koncepcji badań porównawczych, analizom komparatystycznym poddane zostają wyznaczniki pedeutologiczne kształcenia nauczycieli i nauczycielek w Iranie, Niemczech i Polsce. Ramą porównawczą są zaś europejskie standardy kształcenia nauczycieli.