

UNIVERSITY OF KWAZULU-NATAL

A SYSTEMATIC REVIEW OF THE LITERATURE ON THE PREPARATION OF PRE-SERVICE TEACHERS FOR ENGLISH FIRST ADDITIONAL LANGUAGE TEACHING

By

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DECLARATION

I, Nomfundo Philile Nkala, student number 220108401, declare that this dissertation is my work, except where otherwise indicated. This dissertation has never been submitted for any degree or examination at any other university.

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ABSTRACT

Pre-service preparation programmes for English First Additional Language (FAL) teachers are designed to ensure they graduate with the skills and expertise to become competent teachers. So, when teachers in service feel inadequate, one must investigate the character of preparation programmes to gain insight into what they entail and solutions to ensure that teachers are adequately prepared when they enter the world of work. This study investigates how pre-service English teachers are prepared for English FAL teaching. A systematic review of the literature was conducted to discover studies from 2010 to 2020 pertinent to pre-service English teachers' preparation programmes for English FAL teaching. Fifty studies from Australia, Cyprus, Germany, Indonesia, Japan, Malaysia, Myanmar, Philippines, Saudi Arabia, Turkey, United Kingdom, United States, and Vietnam met the inclusion criteria of this study. These studies were qualitative, quantitative, and mixed methods (qualitative and quantitative, concurred, convergent parallel). Data extraction sheets were used as a quality assessment tool to extract information later presented in tables and flowcharts, and thematic synthesis was used to analyse data. Results indicate that preparation programmes for English FAL teachers train pre-service teachers for classroom management, assessment practices, teaching and learning approaches and provide them with pedagogical content knowledge. Findings also indicate that pre-service English preparation programme objectives were rarely recognised in some institutions, which brought challenges to pre-service teachers during their practicum. The study concludes that pre-service teacher preparation programmes provide extensive theoretical training on coping when in service but do not adequately prepare them practically due to insufficient time to complete teacher practicum. Also, different qualifications are required to become a teacher in different countries. The study recommends that the practicum period be extended for greater exposure to natural classroom environments and that the qualification requirements be uniform so that teachers are adequately prepared to teach in different school contexts. Pre-service teachers must be exposed to speaking and presenting (approaches that also emphasise orals), so they do not get overwhelmed in crowded classrooms.

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ABBREVIATIONS AND ACRONYMS

ANOVA - Analysis of Variance

BA - Bachelor of Arts

B.Ed. - Bachelor of Education

B.S.Ed - Bachelor of Secondary Education

CALL - Computer Assisted Language Learning

CAPS - Curriculum and Assessment Policy Statement

CCK - Common Content Knowledge

CLIL - Content and Language Integrated Learning

COVID - Coronavirus disease

DM - Direct Method

DBE - Department of Basic Education

EfECT - English for Education College Trainers

EFL - English Foreign Language

ELT - English Language Teaching

ELTEP - English Teacher Education Programme

ESL - English Second Language

FAL - First Additional Language

FL - Foreign Language

GTM - Grammar Translation Method

HL - Home Language

ICC - Intercultural Communicative Competence

IEA - International Association for the Evaluation for Educational Achievement

IT	- Information Technology
KCS	-Knowledge of Content and Students
KCT	- Knowledge of Content and Teaching
LMS	- Learning Management Systems
LOLT	- Language of Learning and Teaching
MANOVA	- Multivariate Variance Analysis
METU	- Middle East Technical University
NESTs	- Native English Speaking Teachers
PCK	- Pedagogical Content Knowledge
PIRLS	-Progress in International Reading Literacy Study
PLATO	- Programmed Logic for Automatic Teaching Operations
PWM	- Project Work Method
RDP	-Reconstruction Development Programme
SCK	- Specialised Content Knowledge
SMK	- Subject Matter Knowledge
SLR	- Systematic Literature Review
TEYL	- Teaching English to Young Learners
TPACK	- Technological Pedagogical Content Knowledge
TTSES	- Turkish version of the Teachers' Sense of Efficacy Scale
TTDVS	- Teacher Trainees' Democratic Values Scale
UAEU	- United Arab Emirates University
USA	- United States of America
WAC	- Writing Across the Curriculum

WID - Writing Inside the Disciplines

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CHAPTER 1: INTRODUCTION

1.1 Background of the study

South Africa is a multilingual country with speakers of the eleven official languages and other multiple languages (Hickey, 2019). Hart (2018) states that businesses, parliaments, and courts of law are dominated by one language: English. Even though South Africa is multilingual, more people use English because it is a medium of communication and instruction. For example, Brenzinger (2017) states that among first-language English speakers, 32.8% are white, 23.9% are black, 22.4% are Indian, and 19.3% are coloured. Although English is used in courts, parliaments, and other domains, language translations are available. IsiZulu is the most widely spoken African language in South Africa. The 2019 South African statistics reveal that IsiZulu is widely spoken by 23% of the population, IsiXhosa by 16%, Afrikaans by 13.5%, English by 10%, Sesotho by 9%, Setswana by 8%, Xitsonga by 4.5%, siSwati and Tshivenda both 2.5% and isiNdebele by 2% (Pascoe et al., 2018).

The Curriculum and Assessment Policy Statement (CAPS) highlights the crucial importance of students' proficiency in at least two languages and being able to communicate in others (Murray, 2012). Most South African schools' language of teaching and learning is English, while others use Afrikaans. Typically, African languages are only taught as subjects and rarely used as the medium of instruction. Murray (2012) states that in all grades, learners should learn one language at the home language (HL) level and one or two at the first additional language (FAL) level. English taught at the HL level is inside the setting of the general public, nation and reality. This method enhances our understanding of ourselves and other people through literature and poetry. English FAL centres on communicative competence, including oral work, exploratory writing, language and sentence structure and other writing conventions (de Jager & Evans, 2013). Learners are also expected to investigate highlights of poetry and short stories from different writings.

There are qualified and unqualified teachers in schools. Simkins (2015) indicates that from 2010 to 2020, skilled, employed teachers in South Africa averaged 86%. In South Africa, teachers are regarded as qualified if they possess a four-year education degree, a three-year or national N6 diploma with an educational qualification of at least one year and an educational certificate of three years (Blom, 2016). This research explores how pre-service teachers are professionally prepared for English first additional language teaching.

Preparing pre-service teachers for English language teaching is complex, considering that not all learners come from an English first language background. Pre-service education cannot prepare pre-service teachers for everything they will experience in service. However, they should be able to develop into critical thinkers and teach in different school contexts like township schools, rural schools, and elite urban schools. Pre-service education must not adopt an approach which assumes that the training given to pre-service English FAL teachers applies to the realities of all schools. Pre-service English FAL teachers must be prepared to respond to the many linguistic mismatches in South Africa. Even when prepared to teach, pre-service English FAL teachers face several challenges, including resistance from parents, students, other teachers, and the principal and managers of the school (Simasiku et al., 2015). This resistance becomes an educational demise to English language proficiency, as indicated in the Progress in International Reading Literacy Study (PIRLS) report (Strand & Schwippert, 2019), which serves as a tool and benchmark for a particular level of competency in comprehension skills that learners must possess.

The PIRLS aims to supply the best policy-relevant information about how teaching and learning can be improved to ensure that learners are assisted in becoming accomplished and self-reliant readers. Over the years, South Africa consistently ranks as the worst performer of the 50 participating countries in the PIRLS (Johansone, 2016): Australia, Austria, Azerbaijan, Bahrain, Belgium (Flemish), Belgium (French), Bulgaria, Canada, Chile, Chinese Taipei, Czech Republic, Denmark, Egypt, England, Finland, France, Georgia, Germany, Hong Kong SAR, Hungary, Iran, Islamic Republic of Ireland, Israel, Italy, Kazakhstan, Kuwait, Latvia, Lithuania, Macao SAR, Malta, Morocco, Netherlands, New Zealand, Northern Ireland, Norway (5), Oman, Poland, Portugal, Qatar, Russian Federation, Saudi Arabia, Singapore, South Africa, Slovak Republic, Slovenia, Spain, Sweden, Trinidad and Tobago, United Arab Emirates, United States. Their consistently poor performance in PIRLS reveals that South African grade 4 students are functionally illiterate (Steyn, 2017). A deeper analysis shows South African grade 4 learners are six years behind their counterparts elsewhere (Howie et al., 2017).

In 2006, PIRLS displayed that South African grade 4 learners fell short of the tested international reading levels. Most South African Grade 4 learners' data was so poor compared to Grade 4 learners from 39 participating countries that the International Association for the Evaluation for Educational Achievement (IEA) requested that Grade 5 data be used (Janks, 2011).

Van Staden and Bosker (2014) found no difference in overall achievement for South African learners when comparing 2011 to 2006 data.

The previous snapshot paints a bleak picture of learner preparedness in reading literacy, which casts a shadow on the curriculum, teacher preparation, content of teacher preparation programmes, methodologies and approaches of how teachers are trained to respond to learners from diverse linguistic backgrounds. According to the World Bank (2018), struggling education systems lack the ingredients for school-level learning, including effective teaching, prepared learners and skilled management and governance. Failure to do this effectively leads to schools failing learners.

The scope of this study is limited to literature focusing on English FAL. All four basic language skills are essential: listening, speaking, reading, and writing. However, in addressing the realities of PIRLS and the study, the focus is only on reading skills (not just reading for an audience but reading for comprehension). Some of the findings in PIRLS indicate that international learners are introduced to more complex reading skills in the early years of learning, whereas for South African learners, these are presented at a much later stage (Murriss, 2016). Perhaps these contribute to South African learners being illiterate since they cannot read for comprehension because it is not emphasised in the teaching system. Reading for comprehension is a crucial skill for promoting competent learners. The PIRLS reveals that those learners who achieved high scores engaged more in reading (Baye & Monseur, 2016). Hence, given this dysfunction in schooling, which seems to incline learners to early dismay, how are teacher education programmes responding to this problem— particularly regarding reading literacy? The Department of Education in South Africa states that there is a further development of the usage of language skills (listening, speaking) with an emphasis on the skills (reading and writing) considered central to learning that is successful across the curriculum (DBE, 2010). It is also evident in the introduction of reading programmes (for example, drop everything and read) in schools where at least 30 minutes or an hour a day is dedicated to improving reading comprehension in learners.

However, learners are reading for the audience in many cases since they can recite poems and read short stories but still show limited comprehension. Some of the challenges experienced working as an English FAL teacher are that the workload associated with teaching the language is overwhelming and greater than that of teachers from other subjects (Yang, 2017).

The undesirable attitudes of students towards the English language and the need to apply code-switching at times are other challenges encountered. Teachers are very protest-driven, but the struggle begins when faced with real-life classroom challenges while becoming a teacher. The struggle is intensified for African teachers teaching English as they are trapped between the policy demands, curriculum demands, and the students' and parents' demands. This study does not aim to provide solutions to such challenges. However, in this context, a systematic literature review can provide an understanding of the phenomena through insights from other researchers experiencing similar difficulties. The study could benefit researchers, teacher educators, policymakers, curriculum designers and pre-service English FAL teachers by providing knowledge that would assist in adopting and navigating the strategies presented by documents like PIRLS, CAPS and other supporting literature to the challenges faced by pre-service English FAL teachers. This research can contribute to the body of knowledge on language teacher education by examining how the adopted theoretical framework (Pedagogical Content Knowledge) and its objectives are incorporated in developing language teacher training education. The literature can illuminate how pre-service teachers are prepared for English first additional language teaching in different geographic contexts.

1.1.1 Historical development of English language teaching

From classical to contemporary times, language teaching has gone through various trends; the need to learn a different language has always been a social quest (Zarrabi & Brown, 2017). From the middle ages until the Renaissance, when Europe was under Roman rule, Latin was used and adopted as a common language between speakers of different native languages (*lingua franca*). Popan (2011) reveals that Latin gradually ceased to exist as a living language and was diminished to a simple instrument of composed culture.

The teaching methods design that primarily relied on the learning and study of grammar rules were complicated, and very long lists of words were favoured by the fact that Latin was only a written language and no longer a spoken one (Mattila, 2016). Common among students at that time were classical text translations from Latin into varieties of European languages. McLelland and Smith (2018) posit that modern languages began to be taught and learned in the 18th century because of the developing relations between European countries, linked by social, economic and diplomatic aspects due to the rapid increase in businesses and therefore need for communication.

Traditional teaching methods were effective at this point (Thornbury, 2017). Latin became the target language for teachers of other languages. They used what is known as the Grammar translation method (GTM), focusing on the grammar rules, vocabulary lists, and translations of literary texts that were selected while neglecting the oral part of those languages. Students could not communicate in the target language because the exercises they were given were not real-life daily situations.

In an attempt to encourage oral proficiency in foreign languages, alternative methods were developed in the 19th century. The Direct Method (DM), encompassing audio-lingual techniques, was introduced (Golda, 2019), assuming that teachers and students would be active during classroom teaching and learning. Phonemes-morphemes-words-phrases-sentences were believed to be structurally related elements of learning modern languages. Structuralism was then applied since languages consist of structurally related elements, as mentioned above (Alshalan, 2019). Behaviourism also contributed to the knowledge of these structures by emphasising the psychological mechanisms needed to support language structures since behaviourists viewed learning as a habit-creation exercise. Thus, to ensure the quick and efficient learning of any language, it was best to apply memorisation, imitation, and repetition of given models. Structuralism made a clear division between phonetics, grammar and vocabulary (linguistic components), understanding, speaking, reading and writing. This division is still used in modern textbooks (Easthope, 2019). As the demand for learning new languages grew (Richards & Rodgers, 1986), mass media technologies developed while tourism increased. So, a better means of transport resulted in people and countries becoming increasingly interdependent. Smith (2018) alludes to the practice-based tradition using the communicative approach with the advent of new methods and techniques.

Learning language from a communicative approach was advocated in the early 1970s (Crystal, 2018). Then, the Functional-Notional method was supported as a communicative approach with the primary objective of making learning any language easier. Bin-Tahir et al. (2019) assert that this Functional-Notional method is diverse with the influence of research from sociolinguistics, philosophy and linguistics. These fields broadened the scope of the Functional-Notional method resulting in the development of new techniques and procedures known as the Communicative Language Teaching (CLT) approach.

The techniques and approaches used in teaching a second language (also known as first additional language) are vastly different in the varieties employed. However, they follow aspects of the communicative approach in their methodological pursuit from beginning to end (Alamri, 2018). The desired goal of these approaches is communicative competence since the main principle is communication (Savignon, 2018). It was developed as a reaction against transformational-generative grammar (Chomsky's theory) which does not accommodate aspects such as the context in which language is used. Opong (2019) highlights that some of the linguistic reactions developed within pragmatics included the idea that language comprises not just rules and form to date. However, competence refers to the ability to use knowledge within and beyond these parameters, leading to researchers and linguists referring to communicative competence differently from grammatical or linguistic competence (Mitchell et al., 2019). Hamidova and Ganiyeva (2020) posit that listening, speaking, reading, and writing comprise the new conception of competence. Competence consists of four major components, namely the grammatical (word-formation, sentence structure, spelling rules and pronunciation), sociolinguistic (use of grammatical forms appropriately to convey specific communicative functions in different contexts), discourse (being able to combine ideas to attain coherence in thought and cohesion in form) and strategic (verbal and non-verbal communication strategies are utilised to compensate for communication lost or to promote communication) competence (Djabborova et al., 2020).

Furthermore, Technological developments have benefited language teaching like computers which provide multidimensionality to classroom activities. For instance, systems like PLATO used in countries like America allow tutors to access a simple method of marking results and issuing instructions for constructing lessons (Otto, 2017).

De Jong and Mora (2019) assert that fluency versus accuracy is controversial due to communicative competence in second-language teaching today. The role of grammar in the classroom is inconsistent in all communicatively oriented approaches; the natural approach, which is a modern adaptation of the direct method, focuses on the development of fluency (McLaughlan & Lodge, 2019). Although essential components of a curriculum may be communicative, analysis of the language syllabus reveals a shift of importance from one critical component to the other. However, it is crucial to acknowledge that both elements complement each other to develop second-language competence.

Therefore, it is not beneficial to emphasise just one essential component but constantly have an adaptable, communicative approach to language teaching (Gacs et al., 2020).

Thus, the history of English language teaching raises questions about: how English language teaching has evolved, whether it has developed, where one would locate their teaching method when looking at the approaches and methods of teaching, and whether the direct method, grammar-translation, audio-lingual or communicative approach is being used. It can be assumed that language teaching has not evolved much as most teaching and learning is still located in the grammar-translation tradition. Here, learners are focused on learning grammatical rules and applying them to the target and native language by translating sentences. Fithriani (2019) asserts that English language teachers deductively teach grammar where learners are provided with grammar rules and examples to memorise and are asked to apply these rules to other examples. The teaching and learning a second language are not yet situated in the communicative approach where learners are taught language so they can apply it in authentic situations. Activities like role-playing and drama help learners practice dialogue, but this is still done where the teacher, in most cases, is the source of information (Suzuki et al., 2019).

1.2 Rationale for the study

The inspiration for this study originates from the researcher's personal experience of three years of teaching Grade eight to twelve English (First Additional Language) in a township high school in Kwa-Zulu Natal, Durban. The school is situated in a township previously dominated by squatter settlements and is currently being developed by the Reconstruction Development Programme (RDP). Most learners come from families whose parents are unemployed, dependent on government social grants and cannot provide for most of their children's essential needs. The school has infrastructures that meet most educational needs. However, due to the overpopulation of learners, it becomes a challenge for classrooms to cater for all learners' needs, leading to fewer resources.

Before the COVID-19 pandemic, the number of learners in classrooms ranged from 78 to 80. Currently, the COVID-19 rules require 20 to 25 learners per classroom. Because of the large numbers, the classrooms have 30 to 35 learners. Learners come from multiple linguistic backgrounds, of which English is not their home language. Hence, most learners resist English use and prefer to communicate in their home languages.

Teachers typically adopt codeswitching in their teaching because of this reluctant attitude, which rarely utilises English. Simasiku et al. (2015) found that English language teachers face numerous challenges in implementing CAPS in English FAL teaching and employ code-switching to accommodate students' reluctance to speak, read and write. This study draws from the researcher's personal experiences expanding to the curriculum and general domains of teacher preparation related to First Additional Language and the professional domain.

Moreover, in the South African context, the curriculum developers neglect learners' literacy (Wildsmith-Cromarty & Balfour, 2019), which is evident in the PIRLS. South African Grade four learners are deemed functionally illiterate and behind their counterparts in reading literacy (Baye & Monseur, 2016). Since PIRLS is an international tool and a benchmark used to indicate the level of proficiency that learners need, the above statement displays how the South African education system handicaps learners' progress. English (FAL) teachers are often inundated by numerous tasks, including assessment and submission deadline demands, leading to higher stress levels, anxiety attacks, and depression (Arens & Morin, 2016). They find their first encounters stressful, claiming that their teacher training programme did not sufficiently prepare them for teaching English FAL (Willemse et al., 2018). These challenges propelled the inquiry into the kind of training that English FAL teachers receive, the curriculum-teacher preparation programme, the content, and the approaches and methodologies employed during teacher training.

Additionally, these experiences inspire queries on what the literature reveals about how English FAL teachers are being prepared for a multilingual world, especially in Africa, where many indigenous tongues exist, and English is often imposed as the language of teaching and learning.

1.3 Critical research question

This systematic review aims to provide insights into the following critical question:

How are pre-service English First Additional Language (FAL) teachers prepared for English language teaching?

In response, the following questions systematically assist in answering the research question above:

- i) How are pre-service teachers trained to teach English FAL?
- ii) What is the period of training for pre-service English FAL teachers?

iii) What approaches are used to train pre-service teachers for English FAL teaching?

1.4 Research design, methodology and paradigm

This desktop study utilises a systematic literature review as the methodology. The study employs the interpretivist paradigm to assemble extensive data on the preparation of pre-service English FAL teachers. The literature was managed by applying inclusion and exclusion criteria to select relevant studies systematically from selected databases using a keyword search strategy. An extraction data sheet was used to gather relevant data, and a checklist was used for quality assessment. The data was analysed using thematic analysis and presented in tables and a flowchart.

1.5 Significance of the study

The background to the existing literature indicates that a deeper understanding of what makes an effective English FAL teacher has not been integrated into the curriculum for teacher trainees, particularly the competencies and skills that make a good English FAL teacher. The systematic review of the literature on pre-service teacher preparation for English FAL teaching has the potential to contribute to teacher preparation programmes in higher education institutions and professional development programmes for in-service teachers. This review can further the knowledge of the researcher, pre-service teachers, in-service teachers, English language practitioners, higher education practitioners, teacher-training curriculum designers and developers, policymakers, other researchers and people interested in English language education.

1.6 Operational terms

The following terms are defined as follows according to this review:

- *English First Additional Language*- The language used (other than the mother tongue) for public communication in schools, higher education, administration and trade.
- The language is used as lingua franca and not native to a country but as a means of public and international communication (Zano, 2019).
- *English Foreign Language*- The study of English in a country where it is not commonly spoken; it is studied by non-native speakers and is not an official language or the second official language (Dewaele, 2019).
- *Higher education institutions*- Tertiary education that results in awarding an academic degree; it includes universities, colleges, teacher-training schools, institutes of technology

and other professional schools that prepare students for various professions (Aleixo et al., 2018).

- *Pre-service English teacher*- A person enrolled in a higher education institution preparing to become a professional teacher (Kent & Giles, 2017).
- *Systematic literature review*- A step-by-step process that uses analytical methods to collect and analyse secondary data. It identifies, selects and critically appraises research to provide answers to a formulated question (Kassab et al., 2020)

1.7 Dissertation structure

The study is divaricated into five chapters as follows:

Chapter 1- provides the rationale for the study, clarifying the researcher's motivation in examining pre-service English teacher preparation for English FAL. It further provides a concrete background and articulates the critical research question and supporting questions to which the study aims to find answers. It then outlines the research design, research paradigm and methodology employed.

Chapter 2- presents the reviewed literature on pre-service English teacher preparation for English FAL teaching. It explores the phenomenon of pre-service English teacher preparation for English FAL teaching in four sub-headings, namely: the role of higher education in teacher preparation for English First Additional language; the importance of higher education curriculum and pedagogy; the teaching and learning of English in higher institutions; and English language development in higher education. It discusses Shulman's Pedagogical Content Knowledge (PCK) as the theoretical framework underpinning this study and considers Ball's theory version. Lastly, it elucidates the relevance of PCK in the study.

Chapter 3- discusses the methodology employed in this study, conducting the review, inclusion and exclusion criteria. Data extraction, quality assessment and data synthesis are also discussed.

Chapter 4- presents and interprets data from the literature on pre-service English teacher preparation for English FAL teaching. The characteristics of included studies and quality appraisal findings also form part of this chapter.

Chapter 5- provides the main findings and discussions. It expounds findings related to the critical research question: How are pre-service teachers prepared for English language teaching? It also

presents the recommendations for future studies and indicates the study's limitations and reflections.

1.8 Summary of the chapter

The chapter dispensed a background of the study and the historical development of English language teaching. It further provided the rationale for conducting research using a systematic literature review on pre-service English teacher preparation for English FAL language teaching. The Critical research question was presented, and a brief synopsis of the research design, methodology and paradigm were stated. The chapter finally provides the layout of the chapters.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The previous chapter provided a prelude to the study, giving the current state of pre-service teacher preparation for English FAL teaching. This chapter explores selected literature on the phenomenon under investigation and discusses the theoretical framework employed in the study. It further elaborates on the relevance of Pedagogical Content Knowledge (PCK) theory to the study. Lastly, a summary of the content discussed is provided.

2.2 Preparing pre-service teachers for English FAL teaching

This section explores the literature on pre-service teacher preparation for English FAL teaching in higher education: the role of higher education in teacher preparation for English teaching; the importance of higher education curriculum and pedagogy; the teaching and learning of English language in higher institutions; and approaches used for English language development in higher education. The literature reviewed ranges from 2010 to 2020, in alignment with the study's inclusion criteria. The study mainly focuses on reading for comprehension as a skill related to the four basic language skills. The literature explored in this study is on the First Additional Language (FAL) level of English teaching, also known as English Second Language (Sebolai, 2019).

2.2.1 The role of higher education in teacher preparation for English language teaching

Higher education provides training to pre-service teachers and is involved in issuing qualifications to them as qualified professionals at the end of their preparation programmes (Morris & Lambe, 2017). Yuan (2017) asserts that teacher education provides vital background information about teaching. This generalisation still needs further investigation to assess its relevance to all school contexts. Questions raised include: Is the background information applicable to all backgrounds? Is the background information provided to English teachers in the United States similar to South African English teachers? Mehring (2018) confirms that the background information provided to pre-service English language teachers differs as they mention countries like Greece, Cyprus and Poland, which had different programmes for pre-service English language teachers. The background information in South African institutions does not apply to all school contexts.

For example, the range within the country includes public, private, rural, and urban townships and former Model C schools (Monroe & Ruan, 2018).

It indicates that pre-service English teachers are disadvantaged in their teacher training because they are prepared based on a generalised programme, not knowing whether they will be employed in rural, urban or township schools (Drost & Levine, 2015). Also, the background information used for pre-service English teacher training does not relate to the reality teachers experience when they get in service. For example, research on preparing students to teach in diverse contexts by Amin and Ramrathan (2009) revealed that students (pre-service teachers in their first year of study) received training that idealised the conception of schools. Even though English language teachers obtain their qualifications in higher education, it does not guarantee that they are trained adequately to face the challenges in teaching.

In contrast, Al-Rabaani (2018) contradicts Yuan's (2017) assertion, highlighting that teacher education does not provide adequate training for English language teachers since higher education only deals with academic, theoretical, conceptual, and methodological aspects. Teacher education is disconnected from the actual practicalities of general education (Parker, 2017). The training given to English language teachers contradicts the realities of the schools where they are expected to work. Universities tend to keep up with the most current trends in a discipline, whereas schools lag as policy developments and implementations take time (Canrinus et al., 2017). McKenna and Parenti (2017) also contend that teachers are trained theoretically but do not adequately receive practical training since there is little supervision during the practical programme. For example, more paperwork could be filled without the pre-service teacher doing the work required. Consequently, the gap between what pre-service English language teachers are trained to do and school realities could negatively impact teacher performance.

Moreover, Zein (2015) claims that one of the mandates of teacher education is to foresee that pre-service English language teachers acquire several skills. These include the capability to teach the English language; methodologies, activities and techniques of English language teaching; intercultural mindfulness and methods for creating encounters, which include trading and collaborations between various social viewpoints; independent English language learning; understanding of the nature and practice of English language teaching, and the ability to record learner progress.

However, the reality is that there are English language teachers that graduate and go to the field of teaching without adequate training, especially in the use of language and cannot read for understanding (Alrashidi & Phan, 2015). Reading for comprehension in most teacher preparation programmes appears to be neglected, leading to most teachers ignoring related lessons in their teaching (Pretorius & Spaul, 2016). Research reveals that learners in most South African schools frequently fail to understand the texts given to them because of their inability to read effectively (Cekiso, 2017). Waddington (2017) states that reading for comprehension among learners is a challenge related to the teachers' inability to teach it since they do not understand the implementation of reading strategies. According to Cofu (2013), there is a great challenge faced by teachers in South Africa in implementing reading strategies for learners to achieve the competency levels required by the Curriculum and Assessment Policy Statement (CAPS). This is due to the inadequate training in reading for comprehension during their pre-service teacher programmes. Tien (2015) believes that teachers require special skills and extensive knowledge not provided in their initial training.

In contrast, Johnson et al. (2016) assert that teacher education aims to promote good practices for preparing English language teachers for real-life scenarios by training pre-service teachers in theory and practice. They encourage a love for what they do in preparation for whatever impediments they may face in authentic contexts. Additionally, Johnson and Golombek (2016) proclaim that higher education prepares future teachers for real situations by setting assignments like case studies, analysing imagined situations and affording them teaching practice opportunities in schools. Through teacher education, teachers are equipped with relevant content knowledge of their subject and encouraged to be lifelong learners to have insight on ways to improve the teaching and learning process (Mei et al., 2018). However, these ways of improving teaching do not guarantee that teachers have gained enough expertise since they do not provide insight for teaching in all types of schools.

Sung et al. (2016) emphasise how the world is moving towards a digital age and highlight the importance of integrating technological devices with English language learning in teacher education. It allows students to learn, share their ideas, and collaborate with others, ultimately developing technological device use and digital skills.

Julius (2018) claims that teacher education assists with exposing pre-service English language teachers to technological devices like projectors and computers. For example, electronic word scrabble improves the spelling and vocabulary of students.

However, Can et al. (2019) oppose technology use because of the complex nature of schools and how technological devices are not used in under-resourced schools. For instance, too much exposure to PowerPoint presentations and whiteboards could disadvantage pre-service English language teachers when they must only adapt to a working environment with a chalkboard. In addition, since some have never practised writing on a board, their students have difficulty reading what they write (Tummons et al., 2016).

2.2.2 The importance of teacher education curriculum and pedagogy

Students in various teacher education institutions come from different linguistic backgrounds, leading to some inability to communicate in English adequately (Murray-Harvey et al., 2013). Costa and Coleman (2013) believe that most teacher education institutions lack strategies that students need to understand English to promote communication and improve comprehension of their courses. Hu and Lei (2014) assert that teacher education has challenges when it comes to deploying strategies to achieve the goal of better communication in English by students. In countries like the United States and Australia, universities base their curriculum and pedagogy on communication in the English language (Rutherford & Rabovsky, 2014). Isaacs (2016) highlights that Writing Across the Curriculum (WAC) and Writing Inside the Disciplines (WID) are two complementary strategies used in higher education in the United States. Harper and Vered (2017) further elaborate that WAC is development inside a contemporary structure focusing mainly on the classes outside of writing and other English courses, while WID is characterised by a programme or activity that helps lecturers ensure students across disciplines use composing as an instructional apparatus. According to Wingate (2018), these strategies (WAC and WID) are based on the affirmation that corresponding practices differ across disciplines. Thus, students must get accustomed to writing essays to improve their academic writing. It relates to the importance of the four language skills (listening, speaking, reading and writing) but primarily emphasises reading and writing. Hence, students must know how to read and write to be successful at learning a target language (English) and comprehending written text (Bergey et al., 2018).

Peary and Hunley (2015) explain that in WAC and WID, formal writing practice in the English language is arranged as a fundamental piece of disciplinary curricula rather than uprooting content instruction or being educated as a conventional extra. Both WAC and WID emphasise the crucial significance of developing one's communication skills since it is a key attribute of intellectual development within a course.

However, Zemliansky and Berry (2017) take a different approach when highlighting the cons of WAC and WID. They argue that the available time to teach content material is reduced by teaching style. Also, students who have difficulties composing in their first language have more challenges in their second language. Ultimately, students must be able to compose in their first language before in English. The two strategies (WAC and WID) will not effectively improve all students' communication skills (Hall, 2018). To enhance reading skills in students, higher education institutions need to adopt strategies that comprise the following components: phonics or principles of alphabets, decoding, fluency, vocabulary and comprehension (Swan & Walter, 2017). Kim et al. (2017) state that for one to be adequate in reading for comprehension in the English language, one needs to possess components which provide critical skills to master reading (phonics or principles of alphabets, decoding, fluency, vocabulary and comprehension). In addition, Jefferson et al. (2017) state that these components are vital in ensuring reading for literacy and comprehension and define phonics as teaching people to read in an alphabetic writing system by correlating sounds with symbols. Deacon et al. (2017) point out that converting symbols into a readable form is decoding, and fluency is when the reading or writing of a language is done efficiently and accurately. The body of words used in a language is vocabulary, and comprehension is the ability to understand what one is reading (Zhou & Yadav, 2017).

In contrast, Harris et al. (2017) argue that students do not only need phonics or principles of alphabets, decoding, fluency, vocabulary and comprehension, but to be successful readers, they also need reasoning, background knowledge, and working memory and attention.

Schneider and Preckel (2017) emphasise that readers must have prior knowledge about the world to comprehend better what they read by relating it to what they know. This prior knowledge enables students to read between the lines and extract meaning even when not provided. Successful reading cannot occur when students are not paying attention.

When students read, attention allows them to intake information from the text. Working memory enables them to hold the knowledge acquired to gain meaning and insight from what they are reading (Swanson et al., 2017). Thus, reading for understanding is essential, especially for pre-service teachers, and it needs to be embedded in the curriculum of their preparation programmes. Universities have introduced new pedagogies in response to social demand changes (Hutchings & Quinney, 2015).

Some higher education institutions, like McMaster University in Canada, employ inquiry-based learning as a teaching approach to improve the undergraduate quality of education (Savery, 2015); this approach places emphasis on learning that is interactive and student-directed. Mor et al. (2015) add that inquiry-based learning creates greater interest in learning since students are allowed to ask questions and gain problem-solving skills, and are encouraged to find answers to questions they ask. Also, students learn to solve problems with others, their teamwork skills are enhanced, and students gain long-term knowledge retention by being involved in the sharing and conversations during the learning period. On the other hand, Khalaf and Mohammed Zin (2018) argue that inquiry-based learning is a hypothetical learning technique that does not generally stand the trial of genuine application. Their critique reveals that inquiry-based learning leads to more state-sanctioned testing execution as too much time is dedicated to students' inquiries, resulting in important topics being sidelined.

Additionally, Ramnarain and Hlatshwayo (2018) mention that because students are required to speak up and participate in inquiry-based learning, there are high risks that those who are not quick thinkers or have challenges in processing issues or have learning disabilities will be marginalised. Lecturers may not be able to engage students on a meaningful level because inquiry-based learning prevents them from preparing properly (Onyema et al., 2019).

Meanwhile, there is no perfect approach to learning, but inquiry-based learning seems to engage students and maximise their engagement in ways that traditional learning approaches do not. Inquiry-based learning in higher institutions can be more effective when extra attention is given to those with learning challenges, emphasising core topics to ensure that discussions are not diverted elsewhere (Theobald & Ramsbotham, 2019).

Many universities in South Africa believe that the curriculum and pedagogy should be guided by valuable skills for society since they will improve students' chances of entering the world of work (Thobani, 2010). Wait and Govender (2016) state that various approaches are employed by higher education institutions in South Africa, ensuring that the teaching and learning process focuses more on student-active participation and student involvement in their knowledge formulation process. These approaches include inquiry-based, problem-based, and outcome-based learning (Ramnarain, 2016).

Botha (2016) defines inquiry-based learning as a dynamic discovery that begins by offering conversation starters, issues or situations. It appears differently from conventional training, which mainly depends on the instructor introducing realities and their insight about the subject. Kidman and Casinader (2017) claim that inquiry-based learning encourages students to connect with and increase comprehension of subjects and substance rather than remembering and reviewing rules, thoughts and recipes. It advances commitment, promotes love for learning and improves learning.

In contrast, Kienzler and Fontanesi (2017) point out that inquiry-based learning prompts less fortunate state-sanctioned testing execution. At the point when an excess of time is committed to understudy enquiries, there is a chance that significant central themes will be forgotten. Inquiry-based learning could be more effective if the abovementioned shortcomings are addressed.

Another approach is problem-based learning, which Mawonde and Togo (2019) define as a student-focused teaching method. The approach allows students to learn about a subject through the experience of taking care of an open-finished issue (a problem with several correct answers and ways to correct answers) found in trigger material. The procedure takes into consideration that understudies can hone abilities for future practice. Umarella et al. (2019) claim that problem-based learning is a student-centred approach that equips students with the development of lifelong learning skills and encourages deep thinking as students spend more time studying because they find it more enjoyable and satisfying.

However, Abbott et al. (2020) disagree by highlighting the risks involved with problem-based learning: bringing up issues about what to survey and how; that earlier learning encounters do not prepare understudies well for problem-based learning; the approach creates some uneasiness since learning is disorderly; and that less substantive information might be learned.

Conclusively, Problem-based learning is essential to learning as it contributes to student knowledge formulation (Billings, 2020). Thus, for problem-based learning to be successful and effective in the curriculum of higher education institutions, it should be complemented with other approaches that ensure students are not distracted from what they learn. Lastly, the outcomes-based approach is a hypothesis that bases each instructive framework around objectives (Mukhopadhyay & Smith, 2010).

Because the outcomes-based approach is student-focused and centres around what students know and can do, every understudy should accomplish the set objectives (Lixun, 2011). Tam (2014) mentions the benefits of an outcome-based approach, stating that it clarifies that students' requirements must be accomplished at the end of the course. Furthermore, it allows for flexibility as lecturers can structure their lessons according to students' needs as stipulated by the objectives. The approach assures the involvement of students as they have to learn on their own to gain insight into the material and allows for comparisons across various institutions where the institution determines the credits to award students when they move. However, Laguador and Dotong (2014) mention that outcomes may be interpreted differently for implementation by different lecturers. Some may even outline specific outcomes, which can lead to a different education where the all-encompassing way to address learning is lost in most cases.

Meanwhile, on students' inability to apply the knowledge learnt, Mahdavi (2014) argues that there will be a loss of understanding when the focus is on achieving the objective. They cannot apply the knowledge gained to real-life situations in most cases. The outcome-based approach does not focus much on the learning process. However, it emphasises the product, which may lead to students displaying these outcomes without actually gaining any knowledge in the course (Arkorful & Abaidoo, 2015). If this approach were to have at least liberal outcomes like creativity, responsibility and critical thinking, then students would not be restricted to displaying knowledge based on unrealistic scenarios.

Perhaps learning should not be limited so that students would grasp large amounts of knowledge based on what they will be assessed.

2.2.3 The teaching and learning of the English language in teacher education

English language teachers are inadequately prepared to teach English; some cannot make the standards and assumptions for the study classroom clear and straightforward.

They enact existing background information to fabricate new information, thus lacking in building learners' comprehension (Ulla et al., 2017). Lorente (2017) states that English language teachers and lecturers use vernacular languages in countries like Myanmar and Saudi Arabia to teach English.

Hamad and Lee (2013) posit that higher education institutions that shy-away from using English disadvantage students, leading to reliance on their mother tongue and no confidence when communicating in English. Helm and Guarda (2015) affirm that some lecturers feel more comfortable expressing themselves in their vernacular language than in English. They believe the only way to make students understand a particular phenomenon is to translate it into students' home language. Hartanto and Yang (2016) concur that the advantage of code-switching and translation is to enhance academic achievement and improve the way students respond to questions ensuring that the teaching and learning of English as a second language is developed. Thus, using vernacular languages does not reflect negligence in English use but is beneficial if the teaching and learning the language is still the primary objective (Üstünel, 2016). Students' opportunities to practice the language are reduced when lecturers do not use English. Also, institutions that still apply code-switching cannot apprehend that English use in lessons is essential for improving students' English language skills. Bilgin and Aykac (2016) advise against translation, pointing out that it constantly creates confusion because numerous social and semantic subtitles cannot be directly deciphered.

Moreover, in countries like Indonesia, English as a language of teaching and learning (LOLT) is challenging because of the many languages used as communication mediums (Mappiasse & Sihes, 2014). Gunantar (2017) points out that the factors contributing to the lack of English use or success in teaching it, especially in Indonesia, are cultural backgrounds, beliefs, customs, values and the country's political standpoint concerning the government. Addar et al. (2017) highlight that one of the contributing factors to the ignorance of English in Indonesia is that the country has more than seven hundred conversational languages used as mediums of communication. Since the country gained its independence, there have been four changes in the curriculum of English language teaching but no remarkable impact on the learning outcomes. Tsuchiya and Pérez Murillo (2015) state that teaching and learning at all educational levels in Europe is supposed to be conducted in English, referred to as Content and Language Integrated Learning (CLIL).

Pulcini and Campagna (2015) expand on CLIL, emphasising that the approach focuses on developing students' capabilities in both the subject and the English language.

However, some lecturers in higher institutions do not want to adapt to teaching in English, as they fear that students having challenges with understanding English may not grasp the depth of the content taught (Al Nakhalah, 2016). The fear from lecturers indicates that their feelings and thoughts influence how they use the English language in teaching. This may lead to the teaching being partly conducted in English. For example, the University of Lleida in Spain is within a bilingual community with two official languages, Catalan and Spanish (Larrinaga & Amurrio, 2015). English is not their lingua franca, so having it as a medium of instruction is challenging. Cots et al. (2016) state that the administration of the University of Lleida commonly uses the Catalan language and the courses are taught in either Catalan or Spanish.

The students can utilise either language (in class, for papers, and on tests), paying little heed to the language used by the lecturer (Nguyen et al., 2017). Mancho-Barés and Arnó-Macià (2017) claim that the changes brought by English as a component of internationalisation mean the institutional language arrangement moves from bilingualism to trilingualism with the presentation of English. Here, English medium guidance is viewed as a method for improving students' capability in the language. Therefore, the language used in institutions has shifted towards English, although the use of Catalan and Spanish persists.

The language of teaching and learning (LOLT) in many South African higher institutions is English (Boughey & McKenna, 2016). Hurst and Mona (2017) mention that using different languages from English limits the teaching and learning of the language since the exposure and resources are in English. McKay and Bokhorst-Heng (2017) add that as much as English is used as a LOLT in most South African higher institutions, it does not mean that English is the only language of communication. As a result, this disadvantages students as they cannot easily relate what they learn in their vernacular language to English.

Bolton et al. (2017) point out that other institutions use languages like Afrikaans, isiXhosa and Sesotho as a medium of instruction. Martinez (2017) further argues that using the above languages may negatively impact students' academic performance as universities use them despite the South African language policy for higher education.

Kwon et al. (2017) advocate the importance of vernacular languages from the socio-cultural perspective, highlighting that the mother tongue as a teaching medium promotes easier understanding for students and improves their cognitive abilities leading to faster learning. The language policy specifies that language should not be a barrier to university access (Le Cordeur, 2017).

Furthermore, Aydin and Kaya (2017) state that students who do not use English as a *lingua franca* hardly learn any content, as they do not understand the language used to communicate. Nkuna (2017) states that South African universities develop their language policy to display diversity and multiculturalism, not disadvantage students. Also, the language policies in universities may lead to the language used in the teaching and learning being different in each institution, which can lead to disadvantages if students move from one institution to another. Some South African higher education institutions tend to use the most dominant language.

For example, Stellenbosch University serves Afrikaans, the University of Zululand serves IsiZulu, and Fort Hare university serves IsiXhosa based on their location (Johnson, 2018). Khoza-Shangase and Mophosho (2018) also highlight the importance of language policy revision, arguing that institutions mostly want to include African languages in their policy to redress and eliminate the marginalisation of languages. Hence, most institutions in South Africa use English in the teaching and learning process, with few using Afrikaans, IsiXhosa and Sesotho (Rudwick, 2018). Therefore, higher education institutions need to ensure that English is taught well in pre-service teacher preparation programmes to promote fluency and literacy of the language in English teachers.

2.2.4 Approaches used for English language development in teacher education

The approaches that prepare pre-service teachers for English FAL teaching influence how they teach in the future because institutions largely contribute to their practice. Different higher education institutions employ various approaches in South Africa and globally. Institutions use no universal method to develop the English language (Burgstahler & Cory, 2010). Hasan and Akhand (2010) concur that higher institutions employ various approaches to develop language. For example, the Russian Project Work Method (PWM) allows students to gain knowledge by investigating and responding to an authentic, engaging and changing question over an extended period (Potsdam, 2017). In the PWM, students must be actively involved and take measures to explore ways to complete a task (Semana et al., 2018).

The advantage of this approach includes cultivating teamwork and communication skills. However, because lecturers act as facilitators and create conditions necessary for students to work together, it may be time-consuming, and other students may hide and let others work alone.

An enquiry-oriented approach used in Russia is a Web-quest; students gather all information from the websites (Aydin, 2016). This approach aims at ensuring that students benefit from the knowledge gathered and use it in discussions to improve their English language use. The other is the collaborative approach, which involves students working together when solving problems. It is beneficial when students gain exposure to diverse viewpoints from others from different backgrounds (Wood & Cajkler, 2018). Most approaches employed by Russian higher institutions are collaborative and emphasise teamwork which could be a disadvantage in English language learning, especially when some students are not mostly exposed to English (Leontyeva, 2018). Perhaps the employment of approaches that develop individual skills before group work should be applied so that students independently acquire knowledge and skills before working collaboratively with others.

France, Germany, Italy, Spain, Poland and Cyprus are some countries in Europe that employ telecollaboration to develop the English language in higher institutions (Chun, 2015). Telecollaboration is when computers or any digital communication tool is used through social interactions to promote learning (Dooly, 2017). Helm (2015) underscores that European universities use telecollaboration to develop language, which involves drawing in classes of geographically scattered students using web-specialised devices to improve language and intercultural ability. Fuchs et al. (2012) believe that connecting with lecturers and students in telecollaboration offers an opportunity for ‘exploratory’ practice and ‘experiential’ demonstration. Telecollaboration experience has likely improved informative multimodal skills, literacy, independence, and the teacher capabilities required for instructing with multimodal advancements (Chun, 2015).

According to O’Dowd (2016), telecollaboration experiences can be grouped into four levels. Firstly, the individual aspect where people may not have access because of disadvantaged backgrounds and may not afford the technologies involved highlights the challenges of telecollaboration. Secondly, classroom management and control are compromised because it is a distance learning approach.

For instance, student discipline is not addressed since students are not in the same sphere as management, which can delay progress. Thirdly, socio-institutional affordability may control the development of students based on the institution's economic variables, which can breed inequality. Lastly, it is not conducive to social cohesion.

Regardless of these challenges, this approach could benefit students' language needs, especially when engaging with students from different backgrounds who possibly had the same difficulties when learning English. They could use their experiences to develop language skills.

Meanwhile, South Africa employs inquiry-based learning, a direct approach, a cooperative approach, and a problem-based approach to provide learning ecology strategies for English learning development that cater to linguistically diverse students and embrace diversity in the country (Owusu et al., 2017). Students' vernacular languages should be considered when developing English language use in higher institutions because some are only exposed to English at a university level. So, since proficiency in English requires exposure to the language, students depend on their tongues to be proficient in English. Students' identity and well-being are intrinsically linked to language, so using English and vernacular language could promote better understanding and confidence in students to develop English (Atetwe, 2015). Heugh (2015) advocates for minority and pilgrim tongues in the lecture room, offering evidence on the idea that methodologies of dousing and simultaneous bilingualism have some critical semantic and scholarly focuses. For example, applying bilingualism in an English lecture could benefit students by allowing them to express and convey ideas effectively using their vocabulary, making it easier to learn English. Lim and Ansaldo (2015) state that considering minority for different languages encourages understanding between societies, with positive side projects for network building.

Inquiry-based learning is an approach where students' role in learning is emphasised rather than the lecturer telling them what they should learn or know (Decker-Lange, 2018). Higher institutions use this approach to allow students to develop English language research skills, reinforce curriculum content and promote a deeper understanding of the content (Acar & Tuncdogan, 2018). However, the aims require much planning from both the lecturers and students, which may lack from both parties resulting in the inquiry-based learning approach not being successful in developing student English proficiency.

Khalaf and Mohammed Zin (2018) assert that the inquiry-based approach disadvantages the student since too much time is spent on the student enquiries, and many topics could be excluded. However, with time management on each task and proper planning from lecturers and students, all topics could be covered, ensuring that students understand the content.

The cooperative approach combines classroom-based education with practical work experience to provide academic support (Ehsan et al., 2019). In English lectures, the cooperative approach can be applied to group discussions where students simultaneously share ideas on a topic and improve vocabulary and communication skills. Meanwhile, Direct instruction is an approach whereby lecturers are responsible for presenting academic information to students (Istikomah, 2019). The direct method ignores speaking as a fundamental skill in English because the lecturer becomes the primary source of information while students are passive. Since students grasp knowledge by listening to what lecturers say, they may make numerous spelling errors which could hinder their understanding of the content, preventing their development in the English language.

Another approach is the problem-based approach which uses real-world problems to promote students' learning of concepts and principles, encouraging independent learning and greater understanding (Ulger, 2018). The use of different approaches helps accommodate various students and promotes learning. Thus, more development in the English language. Moreover, English language development in higher institutions requires eliminating the re-mediation of language development offerings that often assume students are monolinguals who share the discourse and language of the institution. Moses and Kelly (2017) suggest that higher institutions should link students' language development to the diversity management of the institution's strategy and ensure that the institution's linguistic hybridity is affirmed. Alogali (2018) also states that linguistic diversity should be embraced to develop the English language. This could be done by ensuring a link between institutional literacies and social change to promote creative opportunities to conceive curriculum design.

2.3 Theoretical framework

Shulman's Pedagogical Content Knowledge (PCK) was identified as the most pertinent framework for evaluating the preparation of pre-service English teachers for English FAL teaching. Pedagogical Content Knowledge (PCK) is a theory that assumes teachers must have content knowledge (what to teach) and pedagogical knowledge (how to teach).

Whilst exploring within the boundaries of Shulman's PCK theory, this study also considers Ball's refinements of the theory. Shulman initially proposed pedagogical Content Knowledge in 1986; it refers to incorporating proficiency and skilled teaching of a specific subject (Chordnork & Yuenyong, 2014). There are three content-related categories: content knowledge, curricular knowledge, and pedagogical content knowledge (Chan & Yung, 2015). Evens et al. (2015) indicate that content knowledge incorporates the organising structures and the subject knowledge. Curricular knowledge refers to the full scope of programmes intended for specific subjects and topics at a given level (Gess-Newsome, 2015). It also includes the assortment of instructional materials accessible according to these programmes and the arrangement of characteristics that fill in as both the signs and logical inconsistencies for utilising specific educational plans or programme materials, precisely conditions (Evens et al., 2015). Ball et al. (2008) highlighted that pedagogical content knowledge theory has limited usefulness because it lacks definition and empirical foundation. Shulman's PCK theory did not demonstrate clarity of conceptual distinctions, theoretical foundations and empirical testing. It led Ball and his research team to focus on the work of teaching by examining what teachers need to do when teaching subjects and their responsibility in the teaching and learning of content (Hurst, 2017).

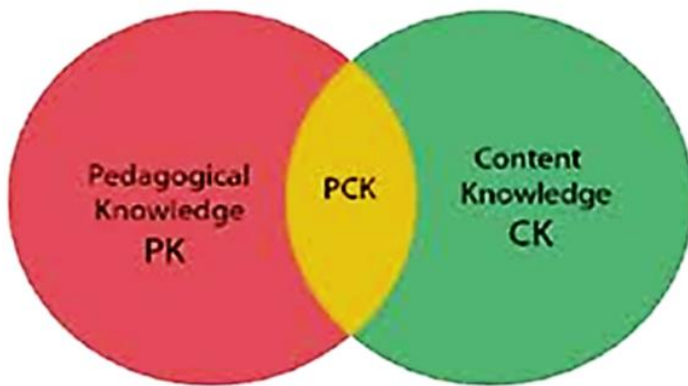
Furthermore, Leavy and Hourigan (2018) explain that common content knowledge (CCK), specialised content knowledge (SCK), and Horizon content knowledge form part of three domains of subject matter knowledge for teaching. Ward et al. (2014) advocate for the view that common content knowledge is the subject-specific knowledge needed to solve problems in grammar. Evens et al. (2015) confirm that it is called common content because it is not specific to teaching. Thus, even people who are not teachers can have this knowledge, but teachers must possess it. Dick (2017) asserts that specialised content knowledge refers to the subject knowledge and skills unique to teaching knowledge needed for effective teaching and learning processes.

Additionally, Horizon content knowledge refers to raising awareness of how topics are related beyond what is included in the curriculum of a particular subject (Smestad et al., 2014). Caddle et al. (2016) identify three domains under pedagogical content knowledge: knowledge of content and students (KCS), knowledge of content and teaching (KCT), and knowledge of content and curriculum. Brijlall (2014) explains that knowledge of content and students comprises knowing about students and the subject so that teachers can predict students' thinking.

Moreover, Knowledge of content and teaching integrates with knowing about teaching and the subject. It allows teachers to know what to do with the errors that learners make when constructing a sentence and by using examples to ensure that students recognise their mistakes to avoid repeating them in future (Worden, 2015). Knowledge of content and curriculum means that teachers must know the available materials to support students' learning (Deng, 2018).

Figure 1

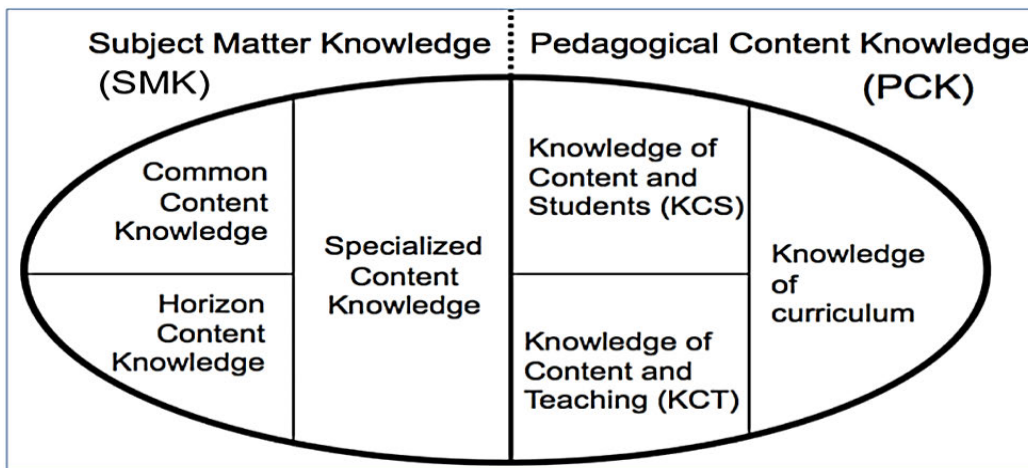
Pedagogical Content Knowledge



(Source: Shulman, 1986)

Figure 2

Subject matter knowledge versus pedagogical content knowledge



(Source: Ball et al., 2008)

2.4 Relevance of PCK to the study

The PCK theory proved suitable for researching pre-service teachers' preparation for English FAL teaching. The theory has Subject Matter Knowledge (SMK) and Pedagogical Content Knowledge (PCK), which demonstrate the requisites of teachers' competencies in English FAL teaching. The categories under this theory, namely common content knowledge, horizon content knowledge and specialised content knowledge, accentuate crucial aspects that English FAL teachers need to become successful subject teachers. Other categories like knowledge of content and students, content and teaching, and curriculum knowledge also corroborate the adequacy of English FAL teachers' competency and knowledge of the subject.

The above categories can be utilised to interpret English language teachers' knowledge of the subject. Anatomisation of English FAL teachers' understanding and knowledge can be obtained through these categories to ensure that a competent and adequate teacher is well equipped in every aspect of these categories. The theory emphasises the teacher's competence in delivering content, understanding related to the content, and reasoning of the subject matter, which is paramount to teacher preparation programmes.

Teachers respond productively to students if the content and pedagogical knowledge are sufficient. The training received by pre-service teachers should prepare them to display their understanding of the concepts they learnt at university and implement that knowledge at school as English FAL teachers (Kola & Sunday, 2015). Liu (2013) highlights the importance of subject matter knowledge as ensuring that adverse learner outcomes and attainment are avoided when pre-service language teachers become in-service professionals. It ensures that language teachers do not grapple with subject matter knowledge and pedagogical approaches. Hence, Teacher knowledge should include lesson planning, grading, administration activities and communicating with parents (Evens et al., 2016).

The PCK framework assists with demarking the areas the study explores; for example, this study focuses on reading for comprehension from the four basic skills of English language learning. Knowledge of content and the teaching domain ensures that the scope of this study's analysis aligns with prerequisites of English FAL teachers' understanding of the subject and teaching it, ensuring that the skill of reading for comprehension is emphasised and achieved.

In the case of a systematic literature review, PCK advances the selection of literature used to be germane to the categories that fall under this framework. Chun et al. (2019) assert that a suitable theoretical framework for a study enhances the methodology and analysis of data gathered. This framework helps validate and challenge theoretical assumptions resulting in the facilitation and understanding of concepts and variables, fostering more knowledge on pre-service teacher preparation for English FAL teaching. It also has categories and domains that serve as a guide in data gathering and analysis.

2.5 Summary of the chapter

This chapter discussed literature on pre-service English teacher preparation for English FAL teaching. It explored the phenomenon through the role of higher education in teacher preparation for the English language, the importance of the higher education curriculum, the teaching and learning of English in higher institutions, and approaches used for English language development in higher education. It further discussed Pedagogical Content Knowledge (PCK) by Shulman as the theoretical framework underpinning this study and considered Ball's version of PCK. Finally, the relevance of PCK to the study was provided.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter discussed the literature on pre-service English teacher preparation for English FAL teaching and the PCK theory as a theoretical framework underpinning the study. This chapter outlines the Systematic Literature Review (SLR) methodology employed in this study, allowing for an in-depth data generation. The study focuses on how pre-service English teachers are prepared for English FAL teaching. Therefore, the research questions that guided the study are as follows:

- i) How are pre-service teachers trained to teach English First Additional language?
- ii) What is the period of training for pre-service English FAL teachers?
- iii) What approaches are used to train pre-service teachers for English FAL teaching?
- iv) What are the consequences of the type of training that English FAL teachers receive?
- v) What are the qualification requirements for becoming an English FAL teacher?
- vi) What challenges do higher institutions face when training pre-service English FAL teachers?
- vii) How do the practicum workplace experiences for pre-service English FAL teachers differ from those in-service?
- viii) What is the dominant curriculum for training English FAL teachers?
- ix) How are novice and experienced English FAL teachers dealing with challenges at work?

Furthermore, this chapter discusses interpretivism as the paradigm applicable to the study. The Inclusion and exclusion criteria of literature used in this study, data extraction, quality assessment procedures and data synthesis are also discussed. Ethical issues considered in the study are highlighted, and a chapter summary is provided.

3.2 Research paradigm

A paradigm can be described as a series of expectations about the world that establishes a legitimate point of view and method for investigation (Punch & Oancea, 2014). According to Guimon (2016), a paradigm is a school of thought, perspective, or set of shared beliefs or thinking in which the interpretation or meaning of data is informed. This study focuses on how pre-service teachers are prepared for English FAL teaching.

Therefore, there is a need to understand the subjective world of pre-service teachers by exploring how they are prepared and the approaches used. Interpretivism is the paradigm employed in this study because it embodies understanding the subjective world of human experience (O'Donoghue, 2018). According to Pham et al. (2018), the paradigm emphasises that reality is complex and diverse, with numerous interpretations of a single phenomenon. Similarly, Tilley (2019) defines interpretivism as epistemologies or theories about how humans gain knowledge of the world by relying on interpreting meanings they connect with their actions. This paradigm is relevant to the study because it allows the researcher to understand the phenomenon (pre-service teacher preparation for English FAL teaching) and its complexity in a unique context, ensuring no generalisations to prompt understanding (Pulla & Carter, 2018).

Four elements constitute the interpretivism paradigm (Margolis & Zunjarwad, 2018). The first element is the subjectivist epistemology, where a researcher's thinking and mental processing of data is informed by the collected data resulting in meaning. By reviewing pre-service teacher preparation articles, subjectivist epistemology allows meaning-making of how pre-service English teachers are prepared for English FAL teaching. The second element is relativist ontology which assumes the existence of multiple realities to the situation or topic studied and that those realities can be explored through research to make meaning. Hence, the SLR methodology is exceptional for exploring different realities in teacher preparation from different countries. The third element is a naturalist methodology in which the researcher employs data gathered through interviews, discourses, text messages and reflective sessions with the researcher acting as a participant-observer. In the case of this study, since there were no participants, secondary data from relevant articles were considered and used to obtain answers to the critical research question. Lastly, the fourth element is balanced axiology which involves ethics and ensuring the research outcome is not biased.

3.3 Research methodology

A methodology is a procedure or technique specifically used to identify, select, process and analyse information about a topic (Koopman, 2015). Schoenfeld (2016) agrees that methodology is the practical "how" of a research piece; it is about how a researcher systematically designs a study to ensure the validity and reliability of results that address the aims and objectives of the research.

In this study, the literature defines, identifies, and constructs how pre-service teachers are prepared to become English FAL teachers. Since this study uses a desktop approach, the research is entirely literature-based with no participants or subjects. Thus, the approach must align with the Systematic Literature Review (SLR). The SLR helps make sense of extensive data and is suitable for secondary data research, where findings of other researchers and authors are gathered and analysed (Asadi & Dahlan, 2017). It begins with an intentional and purposeful selection of data to be included in the research study; this includes identifying types of information relevant to pre-service teacher preparation for English FAL teaching. Data sources include policy documents, book chapters and journal articles. Also, a selection and critical appraisal of research are performed to answer the question, ‘how are pre-service teachers prepared for English FAL teaching?’ (Xiao & Watson, 2019).

Many researchers have provided numerous definitions of a systematic literature review. In their paper on ‘Designing user interfaces for the elderly: A systematic literature review’, Jeppesen et al. (2017) define SLR as a method for reviewing the relevant literature in a particular field through a highly rigorous and ‘systematic’ process. Tremmel et al. (2017) further state that it also focuses on the criteria one has used to evaluate the literature found for inclusion or exclusion in the review. This study developed inclusion and exclusion criteria to ensure the literature is relevant to the study. Fischer et al. (2017) explain the review as a formal way of synthesising the available information from primary studies relevant to research questions. It is commonly used in education, computer science, and psychology to synthesise existing data. All the discussed definitions are based on synthesising existing literature to understand the topic; however, the review may be used differently in other fields (Aboytes & Barth, 2020).

There are advantages and disadvantages of the SLR methodology. On the one hand, the benefits include that SLR delivers a clear and comprehensive overview of the available evidence on a given topic (Gay et al., 2016). Tack et al. (2016) add that SRLs identify research gaps in the current understanding of various fields. More significantly, the potential strength of SLRs lies in the transparency of each phase of the synthesis process, allowing the researcher to focus on the merits of each decision made in compiling the information than a simple contrast of one study to another like in other types of reviews. On the other hand, the disadvantages illuminated are that sometimes reviews do not provide adequate summaries of the included studies (Ali et al., 2017).

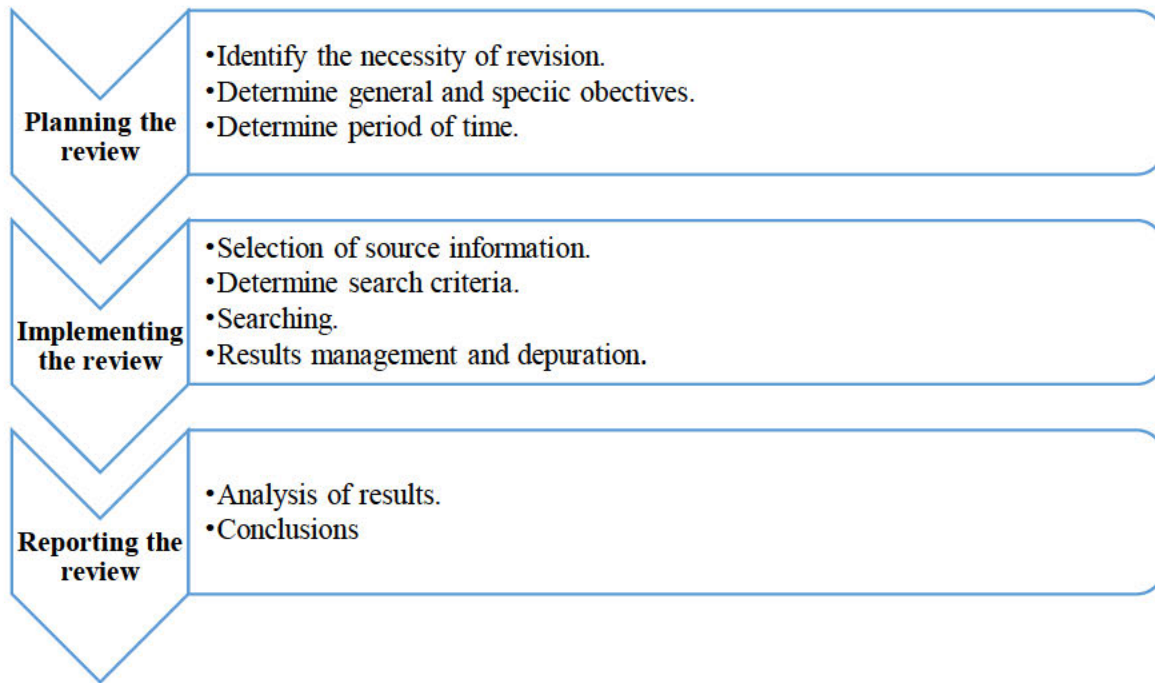
Grey literature (such as government reports and policy documents) is not usually included, which may prove biased perspectives. It is evident that all reviews have shortcomings, but SLRs assist in identifying research gaps in various fields of study, providing an in-depth understanding of the phenomenon under investigation. In this study, the SLR provided clarity and understanding of the approaches, pedagogy, and policies integrated into the preparation programme of pre-service teachers for English FAL teaching.

3.3.1 The phases of SLR

This study reviewed the literature on pre-service teacher preparation for English FAL teaching using a research design of three phases: planning the review, implementing the review, and reporting the review (Lee et al., 2019).

Figure 3

The three phases of SLR



(Source: Lee et al., 2019)

3.3.1.1 Planning the review

Planning the review is the initial phase of the SLR which requires a focus. This study's focus is pre-service teacher preparation for English FAL teaching.

The planning stage of the review is usually followed by identifying appropriate and relevant research questions that would guide the systematic review of literature on pre-service English FAL teacher preparation.

In the review protocol, the research question is formulated and presented (Lasen et al., 2018). This study developed research questions to support the critical question (see section 1.3). The research questions influence a rigorous literature search. Once the need for the SLR in a particular area is analysed, sources and available databases are searched rigorously for relevant literature that answers the research questions (Singh & Thurman, 2019). Searching determines if there is already an existing systematic review answering the questions (Xiao & Watson, 2019). Suppose there is already a current review on one's topic; the researcher might consider changing the focus or continuing the research if it could contribute new approaches or methods to the body of knowledge. Also, the researcher may continue with the research to provide further information on the phenomenon under study if the existing SLR is outdated. This study includes articles from 2010 to 2020 that provide current information on how pre-service teachers are prepared for English FAL teaching. The steps involved in the SLR are specified by a review protocol mainly developed for this duty. The protocol is necessary to reduce biases in the researcher's involvement during the review process. Table 1 shows all the planned steps in the SLR protocol.

Table 1

Items contained in the SLR protocol for SLR

- SLR Background information.
- Identifying the research question of the SLR.
- Listing the databases from which various data sources are to be searched.
- Providing details for inclusion and exclusion criteria.
- Developing checklists for the quality assessment of the individual studies.
- Identifying techniques to be employed for data extraction.
- Preparing a timetable for the start dates and deadlines for the various phases of the SLR.
- Lastly, the constructed protocol is reviewed by supervisors, librarians and the ethical review committee.

(Source: Author's compilation)

3.3.1.2 Implementing the review

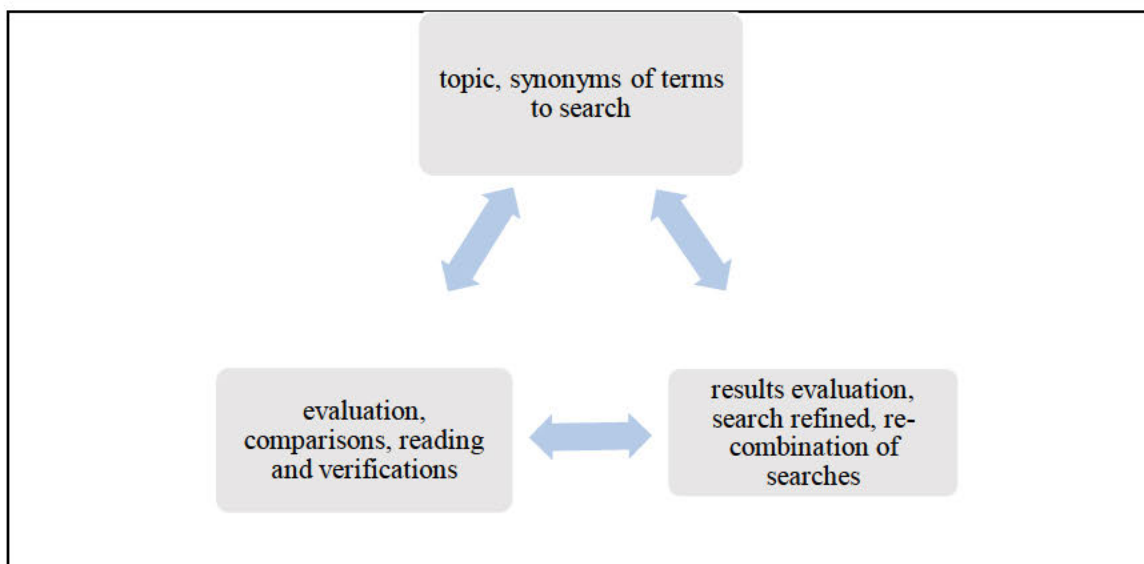
This phase consists of several steps and begins after the research questions have been formulated. Initially, data sources are identified from articles selected for a systematic literature review. This identification process requires searching and querying the primary literature and available databases. In this study, the researcher closely worked with the supervisors and librarians to identify the databases. The following explains how the review is implemented:

(a) **The search process**

A search strategy is determined and applied to conduct a review. The study title ‘pre-service teacher preparation for English FAL teaching’ was used to develop the keywords used in a search. Suggestions on running a search strategy were gathered from different sources of knowledge, such as the library and articles on conducting this type of review. The study also employed possible sources like journals and electronic databases, which allowed the search to be performed. These were gathered from search engines such as Google Scholar, Refseek, Virtual Learning Resource Center, and Microsoft Academic Search. Kroll (2015) states that the entire search process must be documented to ensure transparency. Figure 4 demonstrates the search for relevant literature.

Figure 4

The literature search process



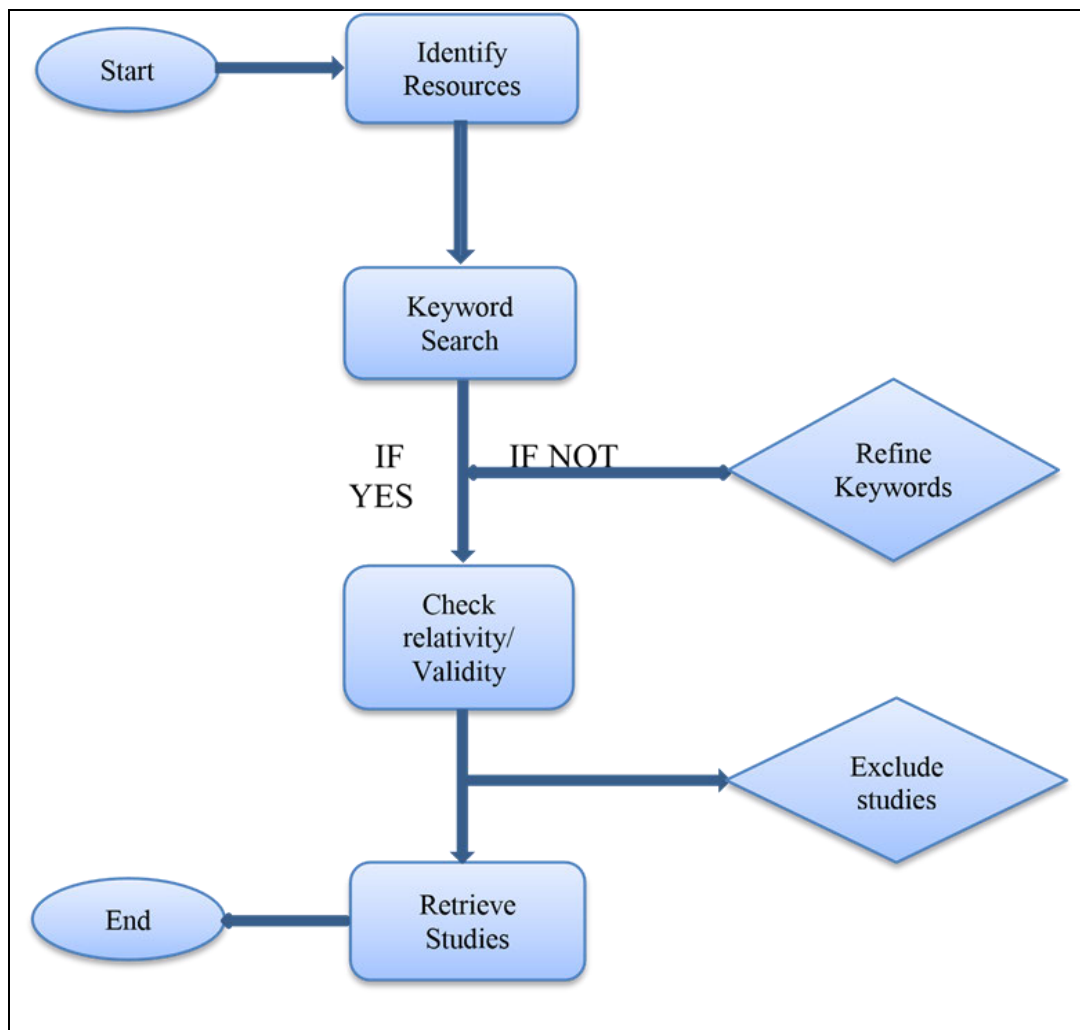
(Source: Vieira et al., 2018)

Various terms from the research questions and results from the random search were identified and used to develop a keyword search strategy employed in the electronic databases. The keywords include teacher preparation, qualifications requirements, pedagogy, approaches and English as FAL.

Studies were selected through inclusion and exclusion criteria (see section 3.4). The research questions make up most of the criteria. The following flowchart demonstrates the steps of searching and selecting the relevant literature.

Figure 5

Keyword search and selection of literature



(Source: Hau et al., 2017)

Sawyer (2017) suggests that a keyword search is the most well-known technique for distinguishing literature. Elective keywords with comparable implications that inspired articles on teacher preparation, pre-service teachers, universities, and teacher competency, were utilised to determine articles applicable for the review. Also, manual search techniques were used in journals and books to access relevant articles. Bibliographies and book chapters were also searched by hand to provide an opportunity to discover studies that were useful even though they were later excluded (Harborth, 2017). Table 2 shows the keywords used.

Table 2

List of keywords

<u>Keyword 1</u>	<u>Keyword 2</u>	<u>Keyword 3</u>	<u>Keyword 4</u>
Teacher	Qualifications	Pedagogy	Practicum
Pre-service	Period of training	Undergraduate	Methodologies
Preparation	Efficacy	Professional development	Teacher competency
English FAL	Higher institution	Approaches	Grammar instruction
English second	Curriculum	English foreign language	Educational courses
language	Higher education		
Training programme	Learning		
	Content		

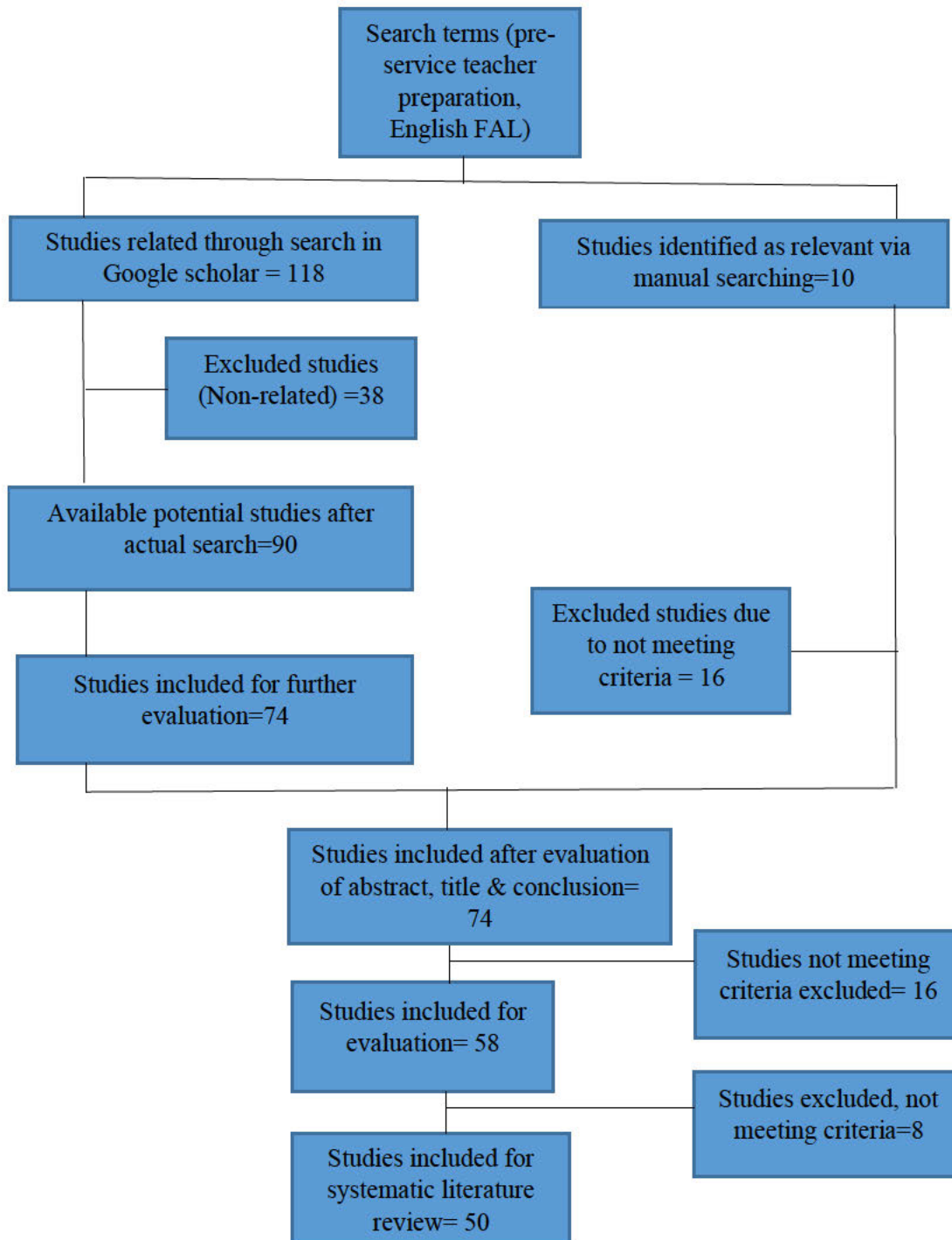
(Source: Author's compilation)

b) The actual search

The initial search attempt comprised 128 articles related to the review research question. Alternative keywords were used in instances where the search did not provide intermediate results, and in other cases, other keywords were added to the initial search. Another attempt was made where precise searches produced studies related to the research question. For example, English second language was applied instead of only English FAL, and more studies were found. In line with the inclusion criteria were 90 articles which seemed directly related to the research question. Studies that appeared to meet the inclusion criteria were saved for additional assessment after the screening was done twice by analysing titles and abstracts in the database. Almost 74 studies showed potential characteristics related to pre-service English teacher preparation for English FAL teaching after yielding occurred because they contained some keywords used for the search.

Figure 6

The actual search process



(Source: Author's Compilation)

However, about 24 studies were excluded since they did not meet the inclusion criteria. Articles published before 2010 and those in other languages not in English were excluded.

Additionally, a quality assessment was applied where studies were barred on the off-chance that they only included less than a portion of the quality assessment items (see Appendix C). As a result, 50 studies met the inclusion criteria and were used in the systematic literature review.

Table 3 demonstrates the fields of study from the included articles.

Table 3

Fields of study from included articles

Multicultural education	Science and education
Advanced education	Languages and linguistic studies
Human sciences	Foreign languages and education
Social and behavioural sciences	Education technology
English languages and linguistics	Educational studies
Teacher education	Language teaching
Education	

(Source: Author's compilation)

Some of the above-listed fields were never expected to have literature related to the current study. Specified keyword searches were applied, and the inclusion criteria ensured that articles and works from the above fields were relevant to the review research question.

(b) Validity of the study

The study's validity was ensured by analysing the primary identified documents related to pre-service teacher preparation or English FAL teaching to help modify the inclusion and exclusion criteria of the study. A quality measurement tool was developed to evaluate the quality of the included studies. This measurement tool is a checklist of all the factors that need to be assessed in the study. Bias, external and internal validity measure quality (Khorsan & Crawford, 2014). Bias involves selecting the relevant scholarly work for this study by adhering to the inclusion and exclusion criteria compiled based on what the researcher seeks. External validity is the extent to which the study results are extrapolated to different situations. Meanwhile, internal validity is how well systematic errors are reduced within the study's circumstances (MacNell et al., 2015). To

ensure that the review represents accurate findings on pre-service teacher preparation for English FAL teaching, the critical research question and supporting questions ensured bias reduction by using checklists and adhering to the inclusion and exclusion criteria.

(c) Data synthesis

During synthesis, all collected data on literature relevant to the preparation of pre-service teachers or English FAL teaching are combined so that conclusions may be drawn in this research.

Answers to the proposed critical research question, ‘how are pre-service teachers prepared for English FAL teaching?’ are obtained from the synthesised extracted data and may come from different studies (Cremin & Oliver, 2017). Information of all the sources of literature used was reserved for future reference as they may provide information that could contribute to an extension of systematic review research. Data synthesis can either be qualitative (descriptive and conceptual- can be grouped based on characteristics and traits) or quantitative (can be measured and expressed using numbers) (Barth et al., 2018). This study uses a qualitative data synthesis because the included studies comprised various methodologies and theoretical frameworks. A qualitative synthesis was found suitable to group the differences, similarities and other literature characteristics.

Various techniques are used to synthesise data, including meta-analysis, funnel, and forest plots. Qualitative meta-analysis refers to examining data from studies on the same subject to find more comprehensible information about the phenomenon and overall trends (Jungherr, 2016). For example, this study cross-examines many articles on pre-service teacher preparation for English FAL teaching to determine what happens during English FAL teacher preparation in higher institutions. Funnel plots are graphs used to check the publication for any potential biases. It was applied to all the literature collected and used to develop the findings, recommendations and suggestions (Hwang & Shin, 2015). Forest plots were not used in this study as they assist in depicting how much information is gathered from the literature (Hung & Guy, 2015); it represents each study’s results and combined results.

3.3.1.3 Reporting the Systematic Literature Review

The final phase entails writing a report on the results of the review. The SLR is reported as a dissertation with a size restriction.

Accurate reporting of the review is crucial because it minimises bias and provides reliable findings, ensuring that conclusions are drawn, and valuable decisions are made.

3.3.2 Conducting the review

The selection of databases and search queries were conducted, and literature relevant to pre-service teacher preparation for English FAL teaching was examined. Searches using keywords provided the relevant articles, books, and all literature.

Duplicated information was removed to avoid repeated reviewing. Varieties of literature were gathered and stored in different folders, and the results were analysed and summarised using thematic synthesis. Thematic synthesis enables the researcher to identify, analyse and report on themes recurring across extracted data (Javadi & Zarea, 2016). Terry (2016) highlights the three stages of thematic analyses: line-by-line coding of results from included studies; descriptive themes development; and yielding more analytical themes related to the research question (Vaismoradi & Snelgrove, 2019). In this review, the data extraction sheet enabled the coding of relevant information across the included studies. Themes closely related to the research questions, such as English language use in higher institutions, pedagogy and approaches, were developed in the initial stages of thematic synthesis, where similarities and differences were highlighted through narrative synthesis. Grouping the studies according to analytical themes represents the final synthesis stage using coded data organisation, for example, programmes involved in pre-service teacher preparation and the duration of preparation courses.

3.4 Inclusion and exclusion criteria

The inclusion criteria for this study suggest that articles must be: scholarly works and grey literature linked to the preparation of pre-service teachers for teaching English First Additional Language teaching; works published between the period 2010 and 2020; about English language teaching in the first additional language or English second language; local and global, scholarly articles, thesis, books and book chapters; and in a multicultural setting. The exclusion criteria comprised articles, books or writings published before 2010; English home language level, magazines, newspapers and social media, teachers' experiences, and homogenous contexts. Excluded articles and books were classified and reserved accordingly for future use. All articles were read thoroughly before being excluded. Table 4 demonstrates the literature that met the required criteria.

Table 4

Inclusion and exclusion criteria

Specifications	Inclusion criteria	Exclusion criteria
Setting	Studies focus on pre-service teacher preparation for English FAL teaching and practicum in primary and high schools.	Studies that do not focus on pre-service teacher preparation for English FAL teaching.
Intercersion	Studies that focus on any aspect of pre-service teacher preparation.	Studies that do not focus on any aspect of pre-service teacher preparation.
Outcome	<p>Studies should indicate how pre-service English FAL teachers are prepared.</p> <p>Studies indicate methodologies and approaches taken by higher education institutions to prepare pre-service teachers.</p>	<p>Studies that do not indicate how pre-service English FAL teachers are prepared.</p> <p>Studies that do not indicate higher institutions' methodologies and approaches to preparing pre-service teachers.</p>
Geographical context and publication	<p>International and South African Studies.</p> <p>Studies published between 2010 and 2020.</p>	Studies published before 2010.
Language	Studies published in English.	Studies published in non-English languages.

(Source: Author's compilation)

3.5 Data extraction and quality assessment

Data extraction involves recording information obtained from the secondary data (from existing literature). When extracting data, duplications must be avoided (Kassab et al., 2020). A data extraction sheet was used to extract data (see Appendix D).

The quality assessment identifies bias and measures internal and external validity (Vlachopoulos & Makri, 2017). Quality assessment indicators were used to measure validity (see Appendix C). The data identified were analysed, and the result helped with the inclusion and exclusion criteria modification.

3.6 Data synthesis

Reporting the results of the literature examined requires data to be synthesised. The synthesis process involves collecting, combining, and summarising the findings from the reviewed literature (Iskandar et al., 2017). Also, the answer to the proposed research question is provided by the synthesis of extracted data. Sometimes the answers do not come directly from single literature but can be constructed by themes from various literature gathered from different sources. Responses to the research question were also cross-examined and extracted from charts and graphs. Techniques such as funnel and forest plots help present the synthesised data and ensure it is unbiased. This study's data were synthesised using thematic synthesis (see 3.3.2).

3.7 Ethics

The study did not use human participants as subjects since it is a desktop study. Although there were no participants, ethical considerations were adhered to by the researcher. All articles used in the study were acknowledged and cited accordingly. Since this is a systematic literature review, the investigation was transparent. The researcher followed a detailed protocol and adhered to the requirements at all stages of the research (research proposal, selection of articles to include in the study) to avoid research misconduct. The SLR protocol was reviewed and approved by the UKZN research review committee. On the other hand, SLRs have been labelled prone to biases. Fabrication is explained as making up information or results, which are then recorded. Meanwhile, falsification is the extortion or control of materials and measures by changing outcomes or discarding some information or findings so that the research does not appear to have been altered (Kaur & Sharma, 2014). The current study has no fabrication or falsification since all sources were cited and referenced, and the methods and processes employed were accurately expressed.

3.8 Summary of the chapter

This chapter provided details on the Systematic Literature Review (SLR) stages as the methodology of this study. The critical research question and other research questions were outlined. Interpretivism was discussed as the paradigm used to guide the study.

The phases of the SLR and how it allowed for data generation on pre-service teachers' preparation for English FAL teaching were elaborated. The inclusion and exclusion criteria of literature used in this study, data extraction and quality assessment procedures, and instruments were discussed. Data synthesis and ethical issues considered in the study were also provided.

CHAPTER 4: DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

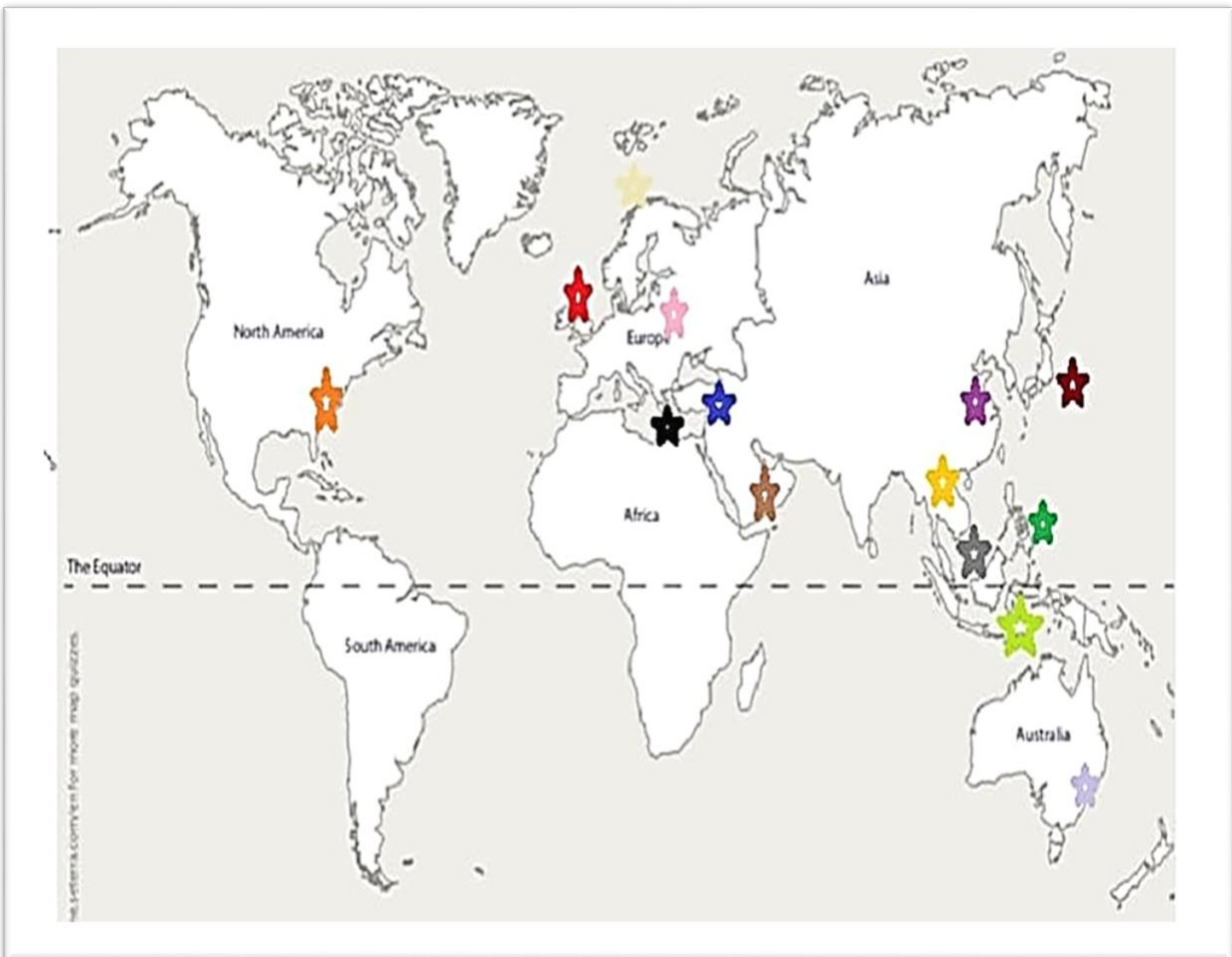
The previous chapter presented Pedagogical Content Knowledge (PCK) as the study's theoretical framework and its importance for pre-service English teachers. Teachers are expected to have knowledge of the subject and how to teach the content. This chapter systematically analyses articles that met the study's inclusion criteria. It is based on the principle that data analysis is a process where logical or statistical techniques are systematically applied to illustrate, describe and evaluate data (Ganapathy, 2016). Judger (2016) defines data analysis as transforming, cleaning, and modelling the collected data to make particular decisions. Levatino (2017) describes data analysis as gathering all information in a specific phenomenon to discover useful information that enables decision-making. The chapter presents the data as follows: geographical distribution of included articles; analysis of included articles; methodologies employed in the studies and their effects; Observations and focus of articles; articles' responses to this study's research question; and the chapter summary.

4.2 Geographical distribution of included articles

Figure 7 presents the countries where the literature used in the study emanates. The focus of the included articles is on pre-service teacher preparation for English teaching, which is represented by different colours. Other English Foreign Language (EFL) articles that did not focus on pre-service teacher preparation and were published before 2010 were excluded from this study. Also, it does not mean that the countries represented in the included articles are the only countries with literature about pre-service teacher preparation. Fifty articles met the study's inclusion criteria because they were published from 2010 to 2020.

Figure 7

Geographical distribution of articles on pre-service English teacher preparation



(Source: Author's compilation)

Articles from Australia and Asia (7), Europe (6), and North America (1) produced literature about pre-service English teacher preparation. The European Union's focus on articles about the English language illustrates interest in the impact of globalisation and the influence of English on economic development. Furthermore, the preparation of their native teachers means they do not have to pay foreign English language teachers (Phillipson, 2015).




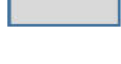


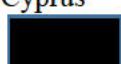
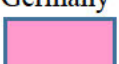
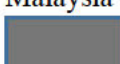
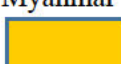
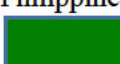
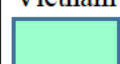
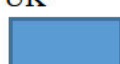
The eastern part of the world is more interested in English teacher preparation because they need to produce students proficient in English due to its history of imperialism, colonisation and alignment with English (Joyce & Gillespie, 2017).

The western part of the world (specifically the USA) does not focus on English teacher preparation because the United States, a predominantly English-speaking country, has very few candidates registering for FAL teacher preparation programmes (Albiladi et al., 2018).

Table 5 demonstrates the number of articles per country.

Table 5

Number of articles on pre-service teacher preparation and their geographic origins

No of articles	Geographical origins of articles						
28	Turkey 						
5	Indonesia 						
4	Japan 						
2	Australia 	Saudi Arabia 	United States 				
1	Cyprus 	Germany 	Malaysia 	Myanmar 	Philippines 	Vietnam 	UK 

(Source: Author's compilation)

4.3 An analysis of the included articles

The analysis of the articles is organised according to nineteen themes based on their relevance to teacher preparation as follows: pre-service English teachers' beliefs about teaching and learning; pre-service English teachers' self-efficacy; pre-service English teachers' perceptions on teaching and learning; practicum experiences of pre-service English teachers; pre-service English teachers' application of insight and cultural awareness in blended learning; pre-service English teachers' intercultural sensitivity and awareness; issues of diversity experienced by preservice English teachers; intercultural communicative competence (ICC) in pre-service English teachers; pre-service English teachers' testing and evaluation methods; micro-teaching experiences experienced

by pre-service English teachers; differences and similarities in preservice English preparation programmes in Turkey and Japan; impact of native English and non-native English teachers on students; pre-service English teachers' critical language awareness development; improvement of TPACK in the preparation programme of pre-service English teachers; pre-service English teachers' computer assisted language learning development; use of social networks for teaching by pre-service English teachers; shortcomings of teacher training policies; use of websites by pre-service English teachers to enhance learning; and peer feedback on writing anxiety of pre-service English teachers.

4.3.1 Pre-service English teachers' beliefs about teaching and learning

Teachers' beliefs can be defined as a mental attitude where an individual accepts or assents to a proposition without the full knowledge required to guarantee its truth (Capone & Petrillo, 2020). This section provides the analysis of five articles on the beliefs of pre-service English teachers. Teachers' beliefs are important because they shape and influence pedagogical practice (Borg, 2017). Kaymakamoglu (2018) defines beliefs as personal constructs which can provide judgements, evaluations and understanding of teachers' practices.

Table 6 presents the beliefs of pre-service teachers on teaching and learning. Two articles focus on pre-service teachers' beliefs about the effectiveness of an education programme, while the other focuses on their beliefs about foreign language learning. Another focuses on their beliefs about the motivational orientations on speaking skills, while one discusses pre-service English teachers' grammar teaching beliefs.

Table 6

Articles on beliefs of pre-service English teachers

Country	Focus	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Turkey	The effectiveness of an educational programme	Salihoglu, 2012	Mixed method	Two hundred fourth-year students and twenty-one instructors	Questionnaires Semi-structured interviews	The program still neglects the need for more practice on the language proficiency of students
Australia	Grammar teaching	Çapan, 2014	Mixed method	Forty- seven ELT students	Classroom observations, semi-structured interviews	Grammar should not be the focus of Foreign Language (FL) teaching but be used as means of communication
Turkey	The effectiveness of an educational programme	Demir & Yurdakul, 2015	Mixed method	Fifty-seven pre-service English teachers and eight teacher trainees	Semi-structured interviews Questionnaires	The program lacks suitable conditions for mentioning objective facts of viable teachers at various schools, resulting in unfruitful teaching applications at practice schools.
Turkey	Foreign language learning	Altan, 2012	Qualitative	Two hundred and seventeen pre-service English teachers	Questionnaires	Pre-service teachers confirmed their beliefs, experiences and intuitions
Turkey	Motivational orientations in speaking skills	Dinçer & Yeşilyurt, 2013	Qualitative	Seven pre-service English teachers	Interviews	Teaching English-speaking skills was inadequate in the Turkish education system.

(Source: Author's compilation)

Out of the five articles on the beliefs of pre-service English teachers, three employed mixed methods of both qualitative and quantitative approaches, while two utilised qualitative approaches.

The two articles on beliefs about the effectiveness of an educational programme used semi-structured interviews and questionnaires as their tools for collecting data. On the other hand, the article on teachers' beliefs about grammar instruction employed semi-structured interviews and classroom observations as data collection tools. The study of teachers' beliefs about foreign language learning employed questionnaires. At the same time, the interviews were used to collect data from only seven teachers on their beliefs about the motivational orientations of speaking skills. The findings of these studies are presented in the following subsections.

4.3.1.1 Beliefs about the effectiveness of an educational programme

Salihoglu (2012) studied pre-service teachers' beliefs about the effectiveness of an educational programme at a Turkish university. Their study employed questionnaires and semi-structured interviews to gather data from two hundred fourth-year students and twenty-one instructors from the English Language Teaching (ELT) Department. Their beliefs were observed through Peacock's (2009) evaluation model. This study found that pre-service English teachers believed the programme provided them with all the needed knowledge. While they were content with their preparation programme, instructors shared different beliefs about it. They regarded components such as language practice, language proficiency and language needs as insufficiently provided by the programme. Hence, their preparation does not guarantee that their transitions of pre-service teachers into novice teachers will be effective. Therefore, pre-service English teachers' beliefs prevent them from feeling adequate and happy about their pre-service training. It may be because they have not fully transitioned into the work environment and have not fully encountered workplace challenges.

Another article by Ellett et al. (2015) explores the beliefs of pre-service teachers and their trainers on the effectiveness of their English teacher education programme (ELTEP). Participants included eight teacher trainers and fifty-seven pre-service English teachers at a state university in Turkey. A mixed-methods research design was employed, with questionnaires and semi-structured interviews to gather data. Findings indicated that: the ELTEP cannot meet the needs of pre-service English teachers; provides inadequate training in English; lacks basic skills courses, and does not address the issue of teacher practice as pre-service English teachers are inadequately prepared to perform in the EFL context.

Teacher trainers added that ELTEP is ineffective when preparing pre-service English teachers for teaching environments since it lacks the balance between teacher and student-centred learning.

The articles demonstrate the importance of pre-service English teachers' positive attitude towards preparation programmes (Ersanli, 2016). Pre-service teachers' negative attitudes towards their teaching capabilities play a significant role in how they will be in future.

Meanwhile, positive attitudes can contribute to the development of effective English language teachers (Curran & Chern, 2017). Valizadeh (2019) concurs that the ELTEP course must enable balance in pre-service English teachers' student life and their future as in-service teachers.

4.3.1.2 Beliefs about foreign language learning

Altan (2012) also conducted a study on pre-service teachers' beliefs, but their study mainly focused on pre-service teachers' beliefs about foreign language learning. The study involved two hundred and seventeen full-time undergraduate students enrolled in English Language Teaching (ELT) programmes at seven state universities in Turkey. Data was collected using Horwitz's BALLI model with questionnaires. About 76 % of the participants believed that some people are born with a unique ability that enables them to learn a foreign language, whereas 24% believed that anyone is capable of learning a foreign language. Participants also indicated that speaking is easier than understanding (64%). About 45% said it is easier to read than write a foreign language, while 30% said it is easier to write than to read. The remaining neither agreed nor disagreed.

These findings demonstrate how the beliefs of pre-service English teachers could either successfully help them or act as barriers to learning English as a foreign language. Preconceived beliefs of pre-service English teachers about people being born with a unique ability that enables them to learn a foreign language could impact their English language development. The Turkish language influences the negative attitude toward English as a foreign language and the respect that pre-service English teachers have for their vernacular, leading to a reluctance to English learning (Aydin & Kaya, 2019).

4.3.1.3 Beliefs about motivational orientations on speaking skills

Dinçer and Yeşilyurt (2013) investigated the beliefs of pre-service English teachers on speaking skills based on motivational orientations.

Seven pre-service English teachers participated in the study. Qualitative methods and a case study design were used. Interviews were used to gather data, and descriptive analysis was employed to analyse data. The findings indicate that participants felt incompetent in oral communication. Although they knew the importance of speaking as a skill in a language, they still had negative attitudes towards it. Some participants have negative attitudes towards speaking English because it is not compulsory in some primary and high schools (Ayaz et al., 2019).

Nevertheless, students go to university lacking the motivation and confidence to speak. Participants were intrinsically and extrinsically motivated since they believed in the practice of speaking for pride, pleasure and personal development; others were unmotivated, felt incompetent and did not care about speaking English. Because there were only seven participants, the study does not represent the entire population leading to generalised findings. It is possible that some pre-service teachers are highly motivated and are favourably disposed to speaking English.

4.3.1.4 Beliefs about grammar instruction

Çapan (2014) researched pre-service English EFL teachers' beliefs about grammar instruction in a foreign language (FL) context through their initial teaching practices in Australia. Forty-seven pre-service teachers registered at a public university majoring in English language teaching (ELT) participated in the study. Classroom observations and semi-structured interviews were used to collect data. Results indicated no change in participants' beliefs about grammar instruction. However, there was a change in views about content knowledge. The above demonstrates that positive thoughts breed positive outcomes for pre-service English teachers as future English language teachers (Othman & Kiely, 2016).

4.3.2 Pre-service English teachers' self-efficacy

Self-efficacy plays a crucial role in boosting the academic achievement of pre-service English teachers, promoting emotional health and allowing the visualisation of successful scenarios, which eliminates negativity concerning work and its challenges, thereby providing satisfaction with the teaching process (Helfrich & Clark, 2016). This section analyses five articles on self-efficacy. Self-efficacy can be defined as an individual's beliefs in their ability to carry out behaviours necessary or specific tasks (Nugroho, 2017). Ozer and Yetkin (2018) define self-efficacy as the attitudes and beliefs of students towards their capabilities to obtain academic success.

Table 7 presents different areas of the self-efficacy of pre-service English teachers. The first article focuses on computer self-efficacy and the general self-efficacy of pre-service English language teachers. In contrast, the second article concerns self-efficacy and its relationship with democratic values and pre-service English teachers' perceptions.

The third article provides literature about the self-efficacy of pre-service English teachers on classroom management and readiness to teach, while the fourth article is on the efficacy of pre-service English teachers in teaching competencies and how they view themselves as future teachers. The fifth article is about factors affecting the efficacy of pre-service English teachers.

Table 7

Articles on self-efficacy of pre-service English teachers

Country	Focus	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Turkey	Perceptions of computer self-efficacy and general self-efficacy	Topkaya, 2010	Mixed method	Two hundred and eighty-eight pre-service English language teachers	Questionnaires, surveys, The Computer Self-Efficacy Scale and The General Self-Efficacy Scale	Moderate computer self-efficacy perceptions. At quite an early age, most students become familiar with computers.
Turkey	Self-efficacy and its relationship to democratic values and pre-service English teachers' perceptions	Topkaya & Yavuz, 2011	Mixed method	Two hundred and ninety-four pre-service English teachers	Questionnaires and surveys	Pre-service English teachers in this cohort hold solid democratic values.
Turkey	Self-efficacy of pre-service English teachers on classroom management and readiness to teach	İnceçay & Dollar, 2012	Mixed method	Thirty-six pre-service English teachers	Teacher Readiness Scale for Managing Challenging Classroom Behaviors, an observation scale and questionnaires	A measurably noteworthy relationship exists between pre-service teachers' classroom management

						efficacy and readiness.
Turkey	Self-efficacy of pre-service English teachers in teaching competencies and how they view themselves as future teachers	Yüksel, 2014	Convergent parallel mixed-method	Forty pre-service English teachers.	Teaching Competencies Self-Assessment Tool	Efficacy changed over time. Enactive mastery experience and social persuasion affected the change.
Turkey	Factors affecting the efficacy of pre-service English teachers	Sevimel & Subasi, 2018	Mixed method	One hundred and thirteen English Language Teaching (ELT) students	Focus group interviews, TSES (Turkish version of the Teachers' Sense of Efficacy Scale)	Affective states, perceived language proficiency and practicum experiences are factors affecting the efficacy of pre-service teachers

(Source: Author's compilation)

Out of the five articles on pre-service English teachers' self-efficacy, four used a mixed-method (qualitative and quantitative), and one used a convergent mixed-method (qualitative and quantitative). Different data collection methods were used. These include questionnaires, surveys, The Computer Self-Efficacy Scale, The General Self-Efficacy Scale, the Teacher Readiness Scale for managing challenging classroom behaviours, an observation scale, focus group interviews, the Turkish version of the Teachers' Sense of Efficacy Scale (TTSES), and the Teaching and Competencies Self-Assessment Tool. Questionnaires were used in three articles, and surveys were used in two. Four had pre-service English teachers as participants, and one specified the course in which the participants were enrolled (ELT).

Topkaya (2010) investigated perceptions of pre-service English language teachers on computer self-efficacy and general self-efficacy. Two hundred and twenty-eight pre-service English language teachers at Çanakkale Onsekiz Mart University participated in the study.

Questionnaires, surveys, The Computer Self-Efficacy Scale and The General Self-Efficacy Scale were used to collect data. Descriptive statistics were used to analyse the data. The perceptions of pre-service English teachers towards computer self-efficacy were moderate. In the perception of computer self-efficacy, frequent use of computers, computer experience, and gender created a difference in the perceptions, whilst computer experience mainly affected the computer self-efficacy beliefs of pre-service English teachers. The results show that pre-service teachers were under-exposed to computers, leading to low student-teacher computer self-efficacy. Perceptions of self-efficacy are correlated to experience with computers.

In addition, Topkaya and Yavuz (2011) researched the democratic values and self-efficacy perceptions of pre-service English language teachers in Turkey. There were two hundred and ninety-four pre-service teacher participants in the study. Data was collected using questionnaires and surveys. Participants anonymously completed surveys encompassing a Teacher Trainees' Democratic Values Scale (TTDVS), the Turkish version of the Teacher's Sense of Efficacy Scale (TTSES), and personal information-gathering questions. The findings demonstrated a high level of self-efficacy and a mutual relationship between pre-service teachers' self-efficacy perceptions and democratic values. Most pre-service teachers believe in students' freedom, such as deciding where they sit in the classroom, their rights in knowing how they performed on a test, and teachers cooperating with students in problem-solving. These are indicators of self-efficacy and democratic values. Learners' freedom in class could negatively impact learning because of a lack of discipline. When learners have more of it, there is a risk of some dominating the learning environment. So teachers need to ensure that such challenges do not arise. The democratic values of learners, if guided and managed well by the teacher, could result in a positive learning environment where learners actively take responsibility for their learning.

İnceçay and Dollar (2012) focused on Turkish pre-service English teachers' classroom management, self-efficacy, and readiness. Thirty-six English language teaching department senior students from a foundation university in Istanbul, Turkey, participated in the study. A subscale of the Teachers' Sense of Efficacy Scale concerning classroom management, the Teacher Readiness Scale for Managing Challenging Classroom Behaviors and an observation scale expanded in line with questionnaires were used to gather the data (İnceçay & Dollar, 2012).

The results indicated a relationship between pre-service teachers' classroom management efficacy and readiness to manage challenging classroom behaviours. The findings indicate the implementation of pre-service teachers' classroom management skills in a natural teaching environment, but no difference was observed.

In addition, teachers with high self-efficacy implemented and used classroom management skills to manage challenging classrooms. Pre-service English teachers should undergo the classroom management development course to control disruptive classrooms, positively enhancing their teaching process (Korkut, 2017).

Yüksel (2014) investigated how pre-service teachers of English as a foreign language assessed their teaching competencies and how they viewed themselves as future teachers. This study concentrated on forty students who were native Turkish speakers and enrolled in a four-year pre-service TEFL teacher-training programme. Their study employed a convergent parallel mixed-method design to gather data. Teaching competencies self-assessment tool used by an observing supervisor was used to assess the teaching competencies of teachers in practice. The findings from the quantitative data indicated that they felt competent enough in teaching and had uniform perceptions of teaching competencies. However, they pointed out that they still needed help in classroom management and acquiring multiple learning styles since there were large numbers of learners in classrooms from diverse backgrounds.

The results from the qualitative data were interpreted as an indication that all participants are more likely to adopt a constructivist approach to language teaching because they all believed student-centred teaching integrated with learner diversity is the fundamental teaching methodology. Different teaching approaches should be explored and experienced to accommodate all students. Classroom management needs to be given more attention in pre-service English teacher preparation because it contributes to increased meaningful academic learning and a decrease in negative behaviours of learners.

Sevimel and Subasi (2018) focused on factors affecting efficacy perceptions of Turkish pre-service English language teachers. The study employed mixed methods, using focus group interviews to collect data. A TTSES was used to investigate the perceived teacher efficacy levels. Participants were one hundred and thirteen pre-service teachers at a state university in Turkey majoring in ELT.

The focus group interviews divulged four factors that positively or negatively affected teacher efficacy perceptions: Education in ELT, practicum experiences, perceived language proficiency, and affective states. The practicum experiences had the most impact on the efficacy of pre-service teachers.

The ELT teacher education programme course and training received by participants positively impacted the development of perceived teacher efficacy because they constructed positive beliefs about the teaching profession based on the knowledge acquired. The experiences gained during the practicum contributed the most to improving teacher efficacy perceptions. Good classroom management, excellent application of instructional strategies and engagement of students in the participants' teaching practice positively impacted the development of perceived teacher efficacy.

Meanwhile, the inability to manage classrooms and the teachers' unhelpful and uncooperative characteristics negatively impacted teacher efficacy perceptions. All participants felt inadequate about their language skills and could not freely express themselves in English. It resulted in the perceived English language proficiency harming the development of teacher efficacy. On the other hand, affective states comprise the participants' motivation, personality, and emotions. Hence, adopting a positive attitude and emotions and being motivated positively impacted teacher efficacy perceptions.

These studies were based on how pre-service English teachers viewed themselves as future teachers and whether they believed they would be adequate. After practice and help with their challenges, they changed their attitudes, significantly impacting their capabilities. Preservice teachers feel competent enough and have a positive attitude towards their career when they undergo teaching practicals for extended periods (Ciampa & Gallagher, 2018).

4.3.3 Pre-service English teachers' perceptions of teaching and learning

Perceptions refer to how something is understood, interpreted or regarded (Nikolopoulou & Gialamas, 2015). Poulou (2017) defines perceptions as the sensory experience of the world that involves recognising the stimuli of the environment and actions in response to these stimuli. Powell and Bodur (2019) describe perception as the awareness of something related to previous knowledge. Table 8 represents pre-service teachers' perceptions of different areas in teaching and learning.

The first article focuses on their perceptions of web-based assessments, while the second focuses on their perceptions of the relationship between university learning experiences and English teaching self-efficacy. The third article provides literature on pre-service English teachers' perceptions of integrating Learning Management Systems (LMS) with English language teacher education. The fourth article is about their perceptions of improving pre-service education to prepare Elementary English teachers by examining the educational policy measures.

The fifth article is on the perceptions of the English for Education College Trainers (EfECT) programme. At the same time, the sixth article presents the perceptions of novice teachers and their preparedness to teach English after completing a four-year teacher education programme. Lastly, the seventh article focuses on pre-service perceptions regarding implementing a flipped-classroom approach in statistics for a research course.

The above seven articles on the perceptions of pre-service English teachers employ different data collection tools. These include interviews, surveys, self-report questionnaires, in-depth interviews, semi-structured interviews, open-ended questions, questionnaires, focus group interviews, modified questionnaires, classroom observations, follow-up questions, and online questionnaires. Interviews were used in four articles, questionnaires were used in four, and surveys were used in three. Another three used a mixed-method (qualitative and quantitative) approach, two used a qualitative method, and two used quantitative methods. Participants were not only pre-service English teachers; for example, other articles included novice English teachers, lecturers, professors and teacher educators as their participants.

Table 8

Articles on perceptions of pre-service English teachers

Country	Perceptions of pre-service teachers on	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Turkey	Web-based assessments	Hüseyin, 2014	Mixed methods	Fifty pre-service English teachers	Interviews, survey and self-report questionnaire	Chinese learners of English have difficulty with many syntactic structures in English due to the negative language transfer of their first language.
Australia	University learning experiences and English teaching self-efficacy relationships	Filatov & Pill, 2015	Qualitative	Five pre-service English teachers enrolled in a double degree course	In-depth and semi-structured interviews	English teaching efficacy and learning experiences at university have a strong relationship. Lack of confidence in pre-service teachers is a result of a lack of training in content knowledge of English
Turkey	Integration of LMS with English language teacher education	Basal, 2015	Mixed methods	One hundred and twenty-two pre-service English teachers	Open-ended questions, questionnaires and semi-structured interviews	Provide pre-service English teachers with more learning opportunities in emerging technologies
Indonesia	Pre-service education and educational policy measures	Zein, 2015	Qualitative	Sixteen pre-service English teachers and nine teacher educators	Semi-structured interviews	Redesigning specific preparation for the elementary English teachers and pre-service education curricula is needed to compensate for

						the lack of knowledge and limited English proficiency.
Myanmar	English for Education College Trainers (EfECT) programme	Ulla, 2017	Mixed methods	Thirty-seven English teachers, 14 lecturers and professors.	Focus group interviews, Modified questionnaires and classroom observations	Confidence in using the English language; some reservations about using it in or out of classrooms. There is no insight into a self-directed study, non-directive teaching, or other autonomous learning strategies.
Cyprus	Novice teachers' preparedness to teach English after a four-year Teacher Education programme	Kourieos & Diakou, 2019	Quantitative	One hundred and three English novice teachers	Survey and follow-up questions	The communicative language teaching aspect was difficult for novice teachers, motivating learners and adapting materials to their level. Grammar teaching was also a challenge
Indonesia	Flipped classroom approach in statistics for a research course	Kristanto & Padmi, 2020	Quantitative	Thirty pre-service English teachers in their third year of study	Online questionnaires and surveys	Positive perceptions toward flipped classroom approach. Video in learning and pre-class activities used.

(Source: Author's compilation)

4.3.3.1 Perceptions of pre-service English teachers

Varol et al. (2014) investigated the perceptions of pre-service English teachers of web-based assessments in a pedagogical content knowledge course. Participants were fifty pre-service English teachers enrolled in an English Language Teaching course at a state university in Ankara.

The participants had all undergone an IT training course for general computer literacy and skills. The study employed a mixed approach with interviews, surveys and self-report questionnaires to gather data. Data were analysed via descriptive statistics, T-tests, correlation tests and ANOVA. Findings indicated that students preferred a combination of web-based and paper-based assessments; they lacked interest in fully web-based assessments but showed positive perceptions towards their ease of use. Computer literacy and frequent internet use significantly impacted students' attitudes towards web-based assessments. It was observed that the IT course helped increase pre-service English teachers' competence and confidence in using computers. Pedagogical content should be integrated with basic computer skills to produce computer-literate English teachers. Web-based assessments enable pre-service English teachers to be independent and active. However, it is crucial to have both online and manual assessments to avoid isolation and procrastination from doing web-based ones.

Filatov and Pill (2015) researched the perceptions of pre-service English teachers on the relationship between university learning experiences and English teaching self-efficacy in Australia. Participants were five pre-service English teachers registered for a double degree Bachelor of Education/ Bachelor of Arts teacher education programme at an Australian university, doing their final year. In-depth and semi-structured interviews were used to gather data. Findings show that participants believed there was a significant relationship between their degree and their self-efficacy to teach English. A lack of confidence was linked to a lack of training in the content knowledge and pedagogical knowledge in English, which could be avoided by ensuring that courses in the pre-service English teachers' preparation programme provide adequate knowledge on the subject and pedagogy.

Basal (2015) investigated the perceptions of pre-service English teachers in integrating Learning Management Systems (LMS) with English language teacher education. One hundred and twenty-two pre-service English teachers from an English language department at a state university in Turkey participated in the study. A mixed-method design was used to gather data where qualitative and quantitative data were collected using open-ended questions, questionnaires and semi-structured interviews. Data were analysed using the triangulation method. Participants had positive perceptions of integrating LMS with face-to-face courses.

English language teaching should be combined with LMS to produce flexible English teachers whose pedagogical content is not limited to English but gaining exposure to different subject areas.

Zein (2015) researched the perceptions of Indonesian pre-service English teachers and language teacher educators on improving pre-service education to prepare Elementary English teachers by looking at the educational policy measures. Participants were sixteen teachers and nine teacher educators. Semi-structured interviews were used to collect data. Findings corroborate the need for the pre-service education curriculum to be re-designed and provide specific preparation for the elementary teachers. More English components must be provided to pre-service English teachers to feel adequate to teach English.

Ulla (2017) conducted a study on the perceptions and implications of teachers about a programme called English for Education College Trainers (EfECT) in Myanmar. This project was introduced to enhance English language proficiency and teacher training methodologies in all state teacher trainers. Fifty-one participants participated in the study, of which thirty-seven were primary school teachers, and fourteen were lecturers and professors. Focus group discussions, modified questionnaires and classroom observations were used to gather data. Findings indicated that pre-service English teachers were provided with an opportunity to interact with teachers who are English speakers, enabling them to practice their English skills while student-centred teaching methodologies were learned. The participants encountered challenges such as difficulty adapting to communicative teaching and learning styles and lack of time to prepare required tasks. The programme helped highlight issues where pre-service English teachers were inadequate. It suggests that teacher trainers and preparation programmes must prioritise learner-centred approaches and provide exposure to English so that teachers gain all the skills they need to teach the language.

Kourieos and Diakou (2019) studied perceptions of the effectiveness of pre-service education in Cyprus in preparing primary teachers to teach English in primary state schools. The aim was to discover novice teachers' perceptions of their preparedness to teach English after completing a four-year teacher education programme. One hundred and three novice teachers participated in the study, and survey and follow-up questions were used to collect data.

Results indicate that novice English teachers were inadequately prepared during their pre-service teacher preparation programme because they faced various workplace challenges not encountered in their campus education and teacher practicum experience.

Kristanto and Padi (2020) researched the perceptions of Indonesian pre-service English teachers on implementing a flipped-classroom approach in statistics for a research course. Participants were thirty third-year pre-service English teachers registered under the department of English language education at a private university in Yogyakarta. Online questionnaires and surveys were used to collect data. Participants had positive perceptions of the flipped-classroom approach to learning and deemed it effective when using videos and peer activities. When monitored, the flipped-classroom approach enhances the teaching and learning activity, so students do not end up passively watching videos without engaging in the content (Altas & Enisa, 2020). Chen and Tian (2020) indicate that discussions on videos watched in flipped classrooms where students reflect on what they have learnt benefit the teaching and learning environment.

4.3.4 Practicum experiences of pre-service English teachers

Teacher practicum refers to the experiences that pre-service teachers have in the classroom before taking on the full range of responsibilities compulsory for student teaching (Kuswandono, 2014). Honda et al. (2017) define teacher practicum as a course designed for pre-service teachers to be prepared for the world of teaching when they become qualified teachers. Table 9 presents the experiences of pre-service English teachers concerning teacher practicum. Eight articles are represented in table 9, and the first discusses the teacher practice component of a pre-service distance English language teacher training programme. The second is about pre-service English teachers' reflections on their motivation during practicum learning, while the third is about overseas teaching practicum in pre-service English teacher training.

On the other hand, the fourth article focuses on the Teaching English to Young Learners (TEYL) course, whereas the fifth is about pre-service English teachers' practicum stress and coping strategies. At the same time, the sixth article talks about teacher training programmes through the practicum experience. The seventh focuses on developing a tool that evaluates practicum to elucidate the expectations and attitudes during the teaching experience. Lastly, the eighth article is about the challenges and outcomes of teaching practicum.

Table 9

Practicum experiences of English pre-service teachers

Country	Focus	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Turkey	TP component of a pre-service Distance English Language Teacher Training Programme	Kecik & Aydin, 2011	No details	No details	No details	Links in theory and practice ensure success in teachers trained in this system regarding coping with factors that operate in real classrooms.
Indonesia	Reflections of pre-service English teachers on the motivation during practicum learning	Kuswandono, 2014	Qualitative	Thirteen pre-service English teachers	Questionnaires, individual interviews, focus group discussions and reflective journals	Motivation informs decision-making and the way teachers describe their emerging professional identities.
Japan	Overseas TP in pre-service English teacher training	Honda et al., 2015	Qualitative	Five pre-service English teachers	Open-ended questions and semi-structured interviews	Changes of self in teaching, as well as a gap between the actual self and possible self since the cultural context, varies from overseas and Japan.
Turkey	Teaching English to Young Learners (TEYL) course	Gungor, 2016	Qualitative	Twenty ELT students in their third year of study	Microteaching recorded sessions, lesson plans, reflective	PSTs profit in TEYL courses by evaluating their strengths and

					journals and diaries	weaknesses in classroom management
Turkey	Pre-service English teachers' practicum stress and coping strategies	Mahmoudi & Özkan, 2016	Quantitative	Sixteen pre-service English teachers	Classroom observations and face-to-face interviews	Stress is from mentors, supervisors, resources, time management, lack of self-confidence and classroom management. Strategies include observing experienced teachers' classes, asking the mentor teacher for help, and preparing lesson plans.
Philippines	Teacher training programmes through practicum experience	Ulla, 2016	Quantitative	Twenty junior and senior 65ased and BA English student-teachers	Group interviews, modified questionnaires and classroom observations	Classroom management, lack of teaching resources and strategies, and lack of confidence in teaching were challenging. Solutions include reinforcement on participation and strategies to manage classrooms.
Turkey	Developing a tool that evaluates practicum	Kazaz & Alagözlü, 2020	Quantitative	Two hundred and ninety-four pre-service senior English teachers	TP Expectation and Reaction Scales	Teachers are to work effectively with mentors to develop teaching skills.

Country	Focus	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Vietnam	Challenges and outcomes of TP	Van, Said & Mokhtar, 2020	Qualitative	Ten pre-service English teachers enrolled in a four-week short-term teaching practicum	In-depth interviews	Vietnamese pre-service EFL teachers face several challenges when teaching practice in ESL Malaysia. These challenges are cross-culture shock, social-linguistic multi-accent, new curriculum and textbook, teaching pedagogy for diverse students, depth reflection, and multidimensional scales.

(Source: Author's compilation)

Of the eight articles, four employed the qualitative method, and three used the quantitative approach, but one article did not provide details on the method used. Pre-service English teachers participated in seven articles; in one article, no details were provided. Data collection tools namely: questionnaires, individual interviews, focus group discussions, reflective journals, open-ended questions, semi-structured interviews, microteaching recorded sessions, pre-service teachers' lesson plans, diaries, classroom observations, face-to-face interviews, group interviews, modified questionnaires, Teaching Practicum Expectation and Reaction Scales and in-depth interviews were employed by different articles. Also, more than one article used classroom observations, reflective journals, and interviews.

4.3.4.1 Experiences of pre-service teachers in their teacher practicum

Teacher practicum is where pre-service teachers (pre-service English teachers) acquire experience in the classroom and school-working environment before assuming full responsibilities of becoming teachers (Mahmoudi, 2016). Though most articles are about teacher practicum, their focus is on different aspects affecting or affected by teacher practicum. Kecik and Aydin (2011) described the teaching practice component of a preservice distance English language teacher training programme in Turkey.

The study examined a model for teaching practice that could accommodate distance learning students from different areas, ensuring that the mode would overcome the geographic barriers since the programme is a distance learning mode. The creation of facilities to enable student teachers to have real teaching experiences was discussed as a solution to improve practicum. Continuous professional development should always be provided so that pre-service teachers stay ahead with developments in their field. Distance English preparation programmes should not be treated differently than full-time English learning. Similar teaching practical approaches should be employed to distance learning students to achieve competent teachers.

Honda et al. (2015) researched the overseas teaching practicum in pre-service English teacher training in Japan. The study aimed to inspect the possible change of self and behaviour of pre-service English teachers through an overseas teaching practicum experience. Five pre-service English teachers participated in the study. Open-ended questions and semi-structured interviews were used to collect data. The results show that overseas teacher practicum assisted participants in strengthening their teaching because they improved their English proficiency. Pre-service English teachers need to spend more time overseas to improve their speaking skills in English (Chien, 2015).

Meanwhile, Gungor (2016) explored the reflective practices of Turkish pre-service English teachers in the Teaching English to Young Learners (TEYL) course. This course is where pre-service English teachers are first introduced to the world of a child or learner, the learner's development, interests, and all the teaching and learning techniques. The study aimed to identify the fissure between theoretical considerations, teaching realities, and teachers' challenges in this course. Qualitative methodology was employed, and 20 third-year pre-service English teachers from an ELT programme participated in the study.

Reflective tools during the TEYL course comprised microteaching recorded sessions, pre-service teachers' lesson plans, reflective journals and diaries. Findings revealed that participants' awareness, whole-heartedness, and open-mindedness increased through microteaching recorded videos. Pre-service English teachers should be provided ample preparation for the TEYL course and professional guidance from experienced teachers. It is beneficial to have tools such as lesson plans, microteaching recorded sessions, and reflective journals for referral should pre-service English teachers need more insight into their lessons.

In contrast, Mahmoudi (2016) studied pre-service English teachers' practicum stress and coping strategies. Participants were 16 pre-service English teachers enrolled in the English Language Teaching Department at the Faculty of Education of Cukurova University, Adana, Turkey. Classroom observations and face-to-face interviews were used to gather data.

Content analysis was used to analyse data. Classroom management, school-related issues, supervisors and mentors, and affective factors were four categories under which sources of stress and coping strategies were discussed. Supervisors and mentors were the highest sources of stress. Due to the psychological pressure of being observed in the practicum, most pre-service English teachers incorrectly used grammar, forgot some words, and failed the practicum. Data from classroom observations revealed that most pre-service English teachers had insufficient fluency in speaking English. Pre-service teachers expressed that they received no support from an expert on how to conduct practicum and cope with practicum stress.

Additionally, Ulla (2016) studied student teachers' teaching experience in their teaching practicum in the Philippines. The aim was to explore teacher training programmes through the practicum experience. Twenty-one junior and senior BSEd (Bachelor of Secondary Education) and BA (Bachelor of Arts)-English student-teachers enrolled in a private university in Mindanao, Philippines, participated in the study. Group interviews, modified questionnaires and classroom observations were employed to collect data. Findings revealed that BSEd and BA-English pre-service teacher training programmes differed in policy standards. Developing professional teachers for secondary schools is what BSEd concentrated on, whereas BA-English focused on developing teachers with exceptional communication skills. Challenges encountered during practicum teaching include classroom management, lack of resources and lack of teaching confidence.

Teacher training programmes must share common outcomes because they train pre-service teachers to become adequate future English teachers. It signals the need for pre-service English teachers to prepare well for classroom management and have confidence when teaching. Placing more emphasis on improvising techniques in the preparation programme to allow pre-service teachers to adjust to a working environment without lacking resources enhances teaching strategies (Aadland et al., 2017).

Kazaz and Alagözlü (2020) researched the evaluation of teaching practicum for pre-service English language teachers to develop a tool that evaluates practicum to elucidate the expectations and attitudes during practicum. A quantitative research design was used, and the participants were 294 senior-level English language teaching programme pre-service teachers from Turkey. Teaching practicum expectation and reaction scales were the tools developed to evaluate practicum with the idea that pre-service teachers will experience a practicum period in which effective teaching skills can be developed. Findings indicated that self-confidence assisted pre-service English teachers as they could use their voices effectively when teaching and learned to teach conforming to all proficiency levels. During teaching practice, pre-service English teachers faced challenges related to low self-confidence, which led to some feeling inadequate. Sufficient practice assisted in developing positivity and self-confidence. Support is needed for pre-service English teachers to cope with teaching practicals. Perhaps courses to elevate self-confidence in the preparation programme are necessary to ensure no significant challenges prohibiting pre-service teachers from doing exceptionally well in their practice. When pre-service English teachers are familiar with the Teaching Practicum Expectation and Reaction Scales, they know their expectations during teaching practice.

An article from Indonesia researched the reflections of pre-service English teachers on the motivation during practicum learning (Kuswandono, 2014). Participants were thirteen pre-service English teachers enrolled in an Indonesian university. Questionnaires, individual interviews, focus group discussions, and reflective journals were used to collect empirical data. Challenges encountered by pre-service English teachers were examined, the main challenge being the motivation to become teachers. Findings demonstrate the need for teacher education to shape the identity and professionalism of pre-service English teachers by providing more reflective journals, which will increase the motivation to become teachers.

Intrinsic motivation rather than motivation from external factors such as poor teaching in the community is what could result in pre-service teachers wanting to become better teachers (Zhai, 2019). As much as reflective journals are suggested as an essential aspect in increasing pre-service English teachers' motivation, they often get exposed to the school environment to develop professionally and be ready for the workplace when they complete their preparation programme.

Van et al. (2020) studied Vietnamese pre-service teachers' perspectives of the challenges and outcomes of teaching practicum in Malaysia. Ten pre-service English teachers registered in a four-week short-term teaching practicum participated in the study.

In-depth interviews were used to collect data. Findings indicate that Vietnamese pre-service EFL teachers face several challenges when doing teacher practice in ESL Malaysia, such as cross-culture shock, curriculum and teaching pedagogy for diverse students. When the preparation programme equips pre-service English teachers with the necessary skills, they can survive in different contexts and teach effectively (Mumford & Dikilitas, 2020).

4.3.5 Pre-service English teachers' application of insight and cultural awareness in blended learning

Blended learning can be described as employing the experiences of both in-person and online learning when teaching students (Yilmaz & Orhan, 2010). Boelens et al. (2018) refer to blended learning as hybrid learning where different learning experiences arise by combining multiple teaching techniques. Medina (2018) defines blended learning as a learning style where students learn via traditional face-to-face and electronic or online teaching. This section analyses an article on pre-service English teachers' application of insight and cultural awareness in blended learning.

Table 10

Blended learning and application of cultural awareness

Country	Focus	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Turkey	The levels of academic performance and satisfaction	Yilmaz & Orhan, 2010	Qualitative	Fifty-three pre-service English teachers	Questionnaires	No measurably critical contrast between the academic performance scores of the students' concerning their learning approaches

(Source: Authors compilation)

In table 10, the article only used questionnaires to collect data. The qualitative method was employed in the study. Participants were pre-service English teachers.

Yilmaz and Orhan (2010) focused on blended learning and how the pre-service English teachers' levels of academic performance and satisfaction in a blended learning environment varied regarding their learning approaches. Fifty-three students from the Department of Foreign Language Education at the Yıldız Technical University, Faculty of Education, participated in the study.

Questionnaires were used to collect data. T-test, multivariate variance analysis (MANOVA) and one-way variance analysis (ANOVA) were used to analyse data. Findings indicated that pre-service English teachers were well pleased with blended learning since there was no difference in the academic performance of deep and surface students.

Blended learning should be integrated to positively impact pre-service English teachers' academic performance. Findings indicated that pre-service English teachers were pleased with blended learning, and this means that blended learning will impact the choices in the approaches that students will use when they become teachers (Pardede, 2019).

4.3.6 Pre-service English teachers' intercultural sensitivity and awareness

Intercultural sensitivity refers to the ability of an individual to make complex distinctions among patterns of culture (Cubukcu, 2013). Altan (2018) defines cultural sensitivity and awareness as the ability to respect, appreciate and accept other cultures while responding well to cultural differences. Arcagok and Yilmaz (2020) describe cultural sensitivity and awareness as the knowledge and acceptance of different cultures and cultural identities of others. This section analyses an article on pre-service English teachers' cultural sensitivity.

Table 11

Pre-service English teachers' cultural sensitivity

Country	Topic	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Turkey	Pre-service English teachers' cultural sensitivity	Cubukcu, 2013	Qualitative	Sixty-five pre-service English teachers	Cultural Sensitivity Scale and interviews	Tolerance and sympathy for others by integrating objectives of language teaching with culture teaching

(Source: Author's compilation)

The above article employed a qualitative method, and Cultural Sensitivity Scale and interviews were used to gather data. Cubukcu (2013) researched the intercultural sensitivity of pre-service English teachers. Participants were sixty-five Turkish pre-service English teachers. Cultural Sensitivity Scale and interviews were used to gather data. Findings indicated that Turkish pre-service English teachers integrate the objectives of language teaching with culture, prioritising knowledge of attitude where others are shown sympathy and tolerance.

Integrating cultural sensitivity with the pre-service English teacher programme encouraged students' participation. It ensured they felt included since their culture and values were kept intact. Students' pride and confidence are increased in a culturally conscious setting.

4.3.7 Issues of diversity experienced by pre-service English teachers

Diversity means different identities existing in a group of people (Miller & Mikulec, 2014). Tangen and Beutel (2017) refer to diversity in a classroom as the ability to work and learn with people that have varieties of backgrounds and cultures within this space.

Govender (2019) describes diversity as different cultures where individuals can recognise, respect and value differences based on gender, ethnicity, sexual orientation, age, religion and disability. Table 12 presents an article on diversity issues faced by pre-service English teachers.

Table 12

Diversity issues experienced by pre-service English teachers

Country	Topic	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Turkey	Diversity issues faced by pre-service English teachers	Miller and Mikulec, 2014	Qualitative	Sixty pre-service English teachers	Questionnaires and reflective journals	Creating a protected space for every learner and ensuring that variety in teaching styles accommodates all learners.

(Source: Author's compilation)

Miller and Mikulec (2014) researched the issues of diversity experienced by pre-service English teachers using a qualitative method. Sixty pre-service English teachers participated in the study. Questionnaires and reflective journals were used to collect data. The findings indicate that Pre-service English teachers had to pay attention to illustrations of diversity related to students, the structure of the school, and the marginalised youth's safe space provision, to be culturally inclusive and accommodate diversity in their classrooms. When pre-service English teachers are culturally sensitive and practice multiculturalism, all learners are accommodated in the classroom.

4.3.8 Intercultural communicative competence (ICC) in pre-service English teachers

Intercultural communicative competence is the ability to comprehend cultures, including one's own, and use this understanding to successfully communicate with people of different cultures (Saricoban & Oz, 2014). Redchenko (2016) defines ICC as understanding how other cultures perform their tasks and gestures and how these vary from culture to culture. Table 13 presents an article on the intercultural communicative competence of pre-service English teachers in the Turkish context and its effectiveness in their educational programme.

Table 13

Pre-service English teachers' intercultural communicative competence

Country	Topic	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Turkey	Intercultural Communicative Competence of pre-service English teachers in the Turkish context and effectiveness of an educational programme	Saricoban & Oz, 2014	Quantitative	Eighty-nine pre-service English teachers	Questionnaires	Overall pre-service English teachers had a good ICC level. A positive relationship between pre-service ELT teachers' ICC level and their abroad experience

(Source: Author's compilation)

The above study investigated whether factors such as gender, academic achievement and studying abroad impacted the intercultural communicative competence of participants. Eighty-nine pre-service English teachers at a state university in Ankara, Turkey, participated in the study. A quantitative research approach was employed, and questionnaires were used to collect data. Findings revealed that the ICC level increased. There was no relationship between the academic achievement of participants and their Intercultural Communicative Competence. The ICC levels did not have significant differences based on gender.

Studying abroad had a positive impact on the participants' ICC levels. English teachers' respect and appreciation of different cultures increase the ICC and the ability to effectively and appropriately communicate in various cultural contexts. When pre-service English teachers are exposed to different cultures, they have a high level of ICC due to encouraging study-abroad programmes and visits to various places (Barrow, 2017).

4.3.9 Pre-service English teachers' testing and evaluation methods

Testing and evaluation are when a judgement of the worth or quality of an educational programme or students' attainment proficiency is formulated (Salihoglu, 2012).

Oermann and Gaberson (2016) describe testing and evaluation as a process by which system components are compared against requirements. The process informs a teacher about their effectiveness in teaching. Table 14 presents an article on the needs and expectations of pre-service English language teachers in the English language testing and evaluation.

Table 14

Testing and evaluation methods of pre-service English teachers

Country	Topic	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Turkey	The needs and expectations of pre-service English language teachers in the English language testing and evaluation	Hatipoğlu, 2015	Mixed method (qualitative and quantitative).	Two hundred fourth-year students and 21 instructors	Questionnaires, surveys and interviews	Pre-service teachers still had minimal knowledge about English language testing and testing in general, even though they had taken a number of exams in the English language

(Source: Author's compilation)

Hatipoğlu's (2015) study applied a mixed method of qualitative and quantitative approaches. Questionnaires, surveys and interviews were used to collect data. The study focused on the needs and expectations of pre-service English language teachers in the English language testing and evaluation (ELTE) training in Turkey. One hundred twenty-four pre-service English teachers registered at Middle East Technical University (METU) in Ankara, Turkey. The study intended to discover what pre-service English Language Teaching (ELTE) department teachers knew about language testing and their thoughts on teaching methodology and content courses to be included in their ELTE course in preparing them to be language teachers. The findings demonstrated the effect of contexts, local assessment cultures, and pre-service teachers' experiences of previous assessments on their perceived needs concerning assessment literacy. Lecturers need to work with their students to create ELTE courses that are more useful.

A broad picture of what will transpire when the participants become teachers was provided since teachers' beliefs and attitudes about assessments affect assessment practices and purposes. Perhaps the study could have different results if participants were from various universities in Turkey and not just METU. The needs and expectations of pre-service English teachers are shaped by the courses they are enrolled in, which in other universities may differ from the methodology courses of METU (Atmacasoy & Aksu, 2018).

4.3.10 Micro-teaching experiences experienced by pre-service English teachers

Micro-teaching is a development technique where teachers receive constructive feedback by reviewing teaching session recordings (Ismail, 2011). Griffiths (2016) defines micro-teaching as a concept in teacher preparation that provides teachers with an opportunity to develop a teaching skill after reviewing their teaching performance. Reddy (2019) describes micro-teaching as a teacher preparation technique that allows pre-service teachers to refine and practice their teaching skills in a simulated, low-risk classroom environment. Table 15 presents two articles on pre-service English teachers' micro-teaching experiences. The first article focuses on pre-service English teachers' micro-teaching experience in a pre-service English teacher education programme. The second is about micro-teaching, where pre-service teachers are teaching for thinking.

Table 15

Micro-teaching experiences of pre-service English teachers

Country	Topic	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Saudi Arabia	Pre-service English teachers' micro-teaching experience in a pre-service English teacher education programme	Ismail, 2011	Qualitative	Sixty-one pre-service English teachers	Focus groups, interviews and questionnaires	There is a positive impact on ESL student teachers' awareness and views due to the cooperation of microteaching regarding their language and teaching competencies.

Saudi Arabia	Teaching for thinking	Alwehaibi, 2012	Quantitative	Five fourth-year students enrolled in the English Department of the Faculty of Education	Classroom observations	Employed strategies that advanced learners' comprehension of the subject and upgraded their reasoning capacities.
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(Source: Author's compilation)

Both articles used pre-service English teachers as participants, but one indicated the year of study (fourth year). One article used a qualitative approach, whereas the other used the quantitative method. Ismail (2011) researched the microteaching experiences of pre-service English teachers in a pre-service English teacher education programme in Saudi Arabia. Participants were sixty-one students in the Faculty of Education at the United Arab Emirates University (UAEU). Focus groups, interviews and questionnaires were used to gather data. The findings indicate that pre-service English teachers benefited from microteaching experiences and were interested in participating in microteaching activities as they develop proficiency in English, which helps their teaching practicum. The strategies utilised in the microteaching classroom may not apply to classrooms in schools because of large numbers. Microteaching focuses on teacher development, depriving learners of the opportunity to participate and develop socially. Successful microteaching is learner-centred, ensuring learners display active classroom participation (Ledger & Fischetti, 2020).

Alwehaibi (2012) also conducted a study in Saudi Arabia focusing on a proposed programme to develop teaching for thinking in pre-service English language teachers. This study aimed to provide pre-service English teachers with experience, knowledge, and skills for preparing teachers to maintain, invite, and enhance students' thinking in the classroom. Five fourth-year students enrolled in the English Department of the Faculty of Education at Princess Noura University in Riyadh, Saudi Arabia, participated in the study. Classroom observations were used to gather data. Findings indicated that the proposed programme could effectively enhance skills in teaching for thinking in pre-service English language teachers.

4.3.11 Differences and similarities in pre-service English preparation programmes in Turkey and Japan

Pre-service English teacher preparation programmes are also referred to as initial teacher training, which provides pre-service teachers with coursework, firm structure and field experiences crucial for becoming future teachers (Koc, 2011). Saricoban and Oz (2014) define pre-service teacher preparation programmes as courses that help them connect theory and practice, understand phenomena, have motivation, and learn how to report and observe. When they complete their training, they become adequate English language teachers. Tekerek and Karakaya (2018) describe a pre-service preparation programme as one that informs pre-service teachers of methodologies that bring out the core qualities of a good teacher. Table 16 presents an article on similarities and differences in Turkey and Japan’s pre-service English teacher preparation programmes.

Table 16

Differences and similarities in pre-service English teacher programmes

Country	Topic	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Turkey	Similarities and differences in pre-service English language teacher preparation programmes in Turkey and Japan	Aldemir & Er, 2012	No details	No details	No details	English Language Teachers in Turkey must take the Higher Education Entrance Exam, the Central Examination System’s main stage. In the subsequent stage, they should take the Foreign Language Undergraduate Placement Test. In Japan, the test taken to turn into an English Language Teacher is equivalent to the different teaching fields. English Language

						Teachers in Turkey are generally the graduates of English Language Teaching Undergraduate Programs in the Faculties of Education
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(Source: Author's compilation)

The above article does not provide information on data collection tools, participants and type of study. However, Aldemir and Er (2012) researched the similarities and differences in pre-service English language teacher preparation programmes in Turkey and Japan. The study explored the certificate programmes, entry requirements and courses of English language teacher training systems in both countries. Findings displayed similarities in the two countries since students were required to enrol in field training courses, general culture courses, and teaching profession courses before graduating as English language teachers. There is no differentiation in the courses for teachers from primary schools and those from high schools. This could result in difficulty as the teaching approaches and methods used in primary school differ from those in high school due to the learners' various ages.

4.3.12 Impact of native English and non-native English teachers on students

Native English speakers are people who have spoken English from early childhood (Walkinshaw & Oanh, 2014). Non-native English speakers have learned English as a second or third language and have a different language as their native language (Sun, 2017).

Table 17 presents an article about the impact on students taught by native English-speaking teachers (NESTs) and non-native English-speaking teachers (nonNESTs) and focuses on the advantages and disadvantages.

Table 17

Impact of native English and non-native English teachers on students

Country	Topic	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Japan	The impact of students being taught by native English-speaking teachers on non-native English-speaking teachers (nonNESTs) by focusing on the advantages and disadvantages	Walkinshaw & Oanh, 2014	Qualitative	One hundred English learners	Questionnaires	Communication with a non-NEST was much easier, notable disadvantage was pronunciation. NESTs teachers were found to teach at a complex level.

(Source: Author's compilation)

Walkinshaw and Oanh (2014) conducted a study on the impact of students being taught by native English-speaking teachers (NESTs) on non-native English-speaking teachers (nonNESTs) by focusing on the advantages and disadvantages. One hundred English learners participated in the study, and questionnaires were used to collect data. Findings indicated that students could interact with nonNESTs because of their shared culture, and there was tension in the class with NESTs because of different cultures. Students stated that they found NESTs inadequate in explaining grammar but were good in language and pronunciation. In contrast, nonNESTs were good grammar teachers, and their pronunciation was not the same as NESTs but was easy to understand. Thus, the integration of all four basic skills of English (speaking, listening, reading and speaking) equips pre-service English teachers with relevant teaching skills (Park & Son, 2020).

4.3.13 Pre-service English teachers' critical language awareness development

Language awareness can be described as sensitivity in language learning, the explicit knowledge about that particular language (Godley et al., 2015). Barany (2016) defines language awareness as understanding the language's grammar and using it in applicable contexts.

Cenoz et al. (2017) elucidate language awareness as understanding the rules of a language and knowing how to use them. This section analyses an article on pre-service English and Arts teachers' critical language awareness development.

Table 18

Critical language awareness development of pre-service English teachers

Country	Topic	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
United States of America	The development of Critical Language Awareness for pre-service English Language Arts teachers	Godley et al., 2015	Qualitative	Twenty-four pre-service English Arts teachers	Weekly online discussions	Development of productive Critical Language Awareness. PSTs appeared to acknowledge without opposition that language belief systems and phonetic biases existed and maintained social disparities

(Source: Author's compilation)

Godley et al. (2015) conducted a qualitative study on developing critical language awareness for teaching twenty-four pre-service teachers enrolled in secondary English Language Arts at an urban, Midwestern university in the United States. Weekly online discussions were employed to collect data. The results demonstrate that participants had a strong understanding and appreciation for dialect diversity resulting in the application of codeswitching. Many participants avoided teaching about power structures. Pre-service English teacher preparation programmes succeed in critical language awareness once pre-service teachers maintain a neutral position when teaching and are comfortable teaching all content (Shi & Rolstad, 2020).

4.3.14 Improvement of TPACK in the preparation programme of pre-service English teachers

Technological pedagogical content knowledge (TPACK) is a framework that describes the kind of knowledge that teachers need to integrate technology successfully in teaching.

It suggests that teachers need to know the roundabouts of technology, pedagogy and content (Rosenberg & Koehler, 2015). Ersanli (2016) describes TPACK as the teacher's ability to collaborate their content knowledge with appropriate knowledge of pedagogies for teaching and technologies to support learning. Akmal (2017) states that TPACK assists teachers in integrating their content knowledge with technology to teach students effectively. Table 19 presents two articles on TPACK. The first article is about the usefulness of a five-week training programme in improving TPACK. The second focuses on integrating TPACK with local culture and morale to complete the challenge of 21st-century skills in pre-service English teachers.

Table 19

TPACK in pre-service English teacher preparation programmes

Country	Topic	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Turkey	The usefulness of a five-week programme in improving TPACK	Ersanli, 2016	Qualitative	Fifty-nine ELT students	TPACK Scale and journal entries	TPACK of English pre-service teachers improved, and the workshop served its purpose.
Indonesia	Integrating TPACK with local culture and morals to meet the challenges of the 21st century for pre-service English teachers	Akmal, 2017	Qualitative	Three hundred and forty-five pre-service English teachers who took Teaching Media, TEFL and ESP courses	Self-evaluation and observations	Teacher education is not to instil or prepare teachers to act in endorsed ways but instruct teachers to have sound abilities for the 21st-century students.

(Source: Author's compilation)

Both articles used qualitative methods. The TPACK Scale, journal entries, self-evaluation and observations were used to gather data. The first article had ELT students as participants, and the second had pre-service English teachers as participants who took teaching media, TEFL and ESP courses.

Ersanli (2016) explored the usefulness of a five-week training programme in improving Technological Pedagogical Content Knowledge (TPACK) of pre-service English language teachers. Fifty-nine pre-service English teachers registered in an ELT methodology course at a state university. TPACK Scale and journal entries of pre-service English teachers before and after the five-week training programme were used to gather data. The TPACK training and workshops served the purpose since pre-service English teachers understood and implanted how technology, pedagogy and content could be integrated for effective teaching and learning. Professional development programmes need to be part of a pre-service English teacher preparation programme and not like a pilot course that is five weeks so that pre-service English teachers will constantly be technologically advanced.

Akmal's (2017) research on TPACK was about integrating Technological Pedagogical Content Knowledge (TPACK) with local culture and morals to complete the challenge of 21st-century skills. The research aimed to provide Indonesian pre-service English teachers with the ability to develop the course content of English in the local characters and cultural context of students and equip pre-service English teachers with 21st-century skills.

Participants were three hundred and forty-five pre-service English teachers who took Teaching Media, TEFL, and ESP courses. Teaching practice, self-evaluation and observations were used to collect data. Findings showed that 84.92% of the participants were included under 'good' and very good' in pedagogical skills, 77.38 % in pedagogical content knowledge, and 87.53 % in cultural and local wisdom context in content development. Meanwhile, only 51.58% were included in technological knowledge.

4.3.15 Pre-service English teachers' computer assisted language learning development

Computer Assisted Language Learning (CALL) is the search for and study of applications in the computer in language teaching and learning (Beatty, 2013). Heift and Schulze (2015) describe CALL as a learning approach in which computer-based resources such as the internet are utilised to present, strengthen and assess necessary material to be learned.

Computer assisted learning can be defined as any learning arbitrated by a computer and does not require a direct interaction between students and a human instructor or lecturer to run (Rum & Ismail, 2017).

Wang and Liao (2017) refer to computer assisted language learning as a learning method that fosters interactions and helps students achieve their learning goals; computer technology is employed in teaching and learning. Table 20 analyses two articles on computer assisted learning. The first article concerns the professional development programme for pre-service English teachers in computer assisted language learning. The second article focuses on pre-service English teachers' development in the critical knowledge of CALL.

Table 20

Pre-service English teachers' computer assisted language learning development

Country	Topic	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Germany	The professional development programme of pre-service English teachers in Computer Assisted Learning	Schmid & Hegelheimer, 2014	Mixed method	No details	Academic research reports, field notes, video recordings of lessons and in-depth interviews	Field experiences gave proficient learning openings that upheld the student teachers' advancement as CALL practitioners.
United Kingdom	Pre-service English teachers' development in critical knowledge of Computer Assisted Language Learning	Sert and Li, 2019	Qualitative	One hundred and eleven pre-service English teachers	Group and peer reflections	Students experience learning through technology by observing how technology is used in their learning.

(Source: Author's compilation)

The first article does not provide details of the participants. A mixed-method (qualitative and quantitative) is applied in the study. Academic research reports, field notes, video recordings of lessons and in-depth interviews were used to gather data. The second article is a qualitative study that employed group and peer reflections as data gathering tools. Participants were pre-service English teachers.

Schmid and Hegelheimer (2014) researched about Computer Assisted Language Learning (CALL) professional development programme for pre-service English as Foreign Language (EFL) teachers in Germany. Academic research reports, field notes, video recordings of lessons and in-depth interviews were used to collect data. Findings demonstrate the effectiveness of integrating technology with school-based experiences. Pre-service English teachers gained so much insight because the CALL practitioners allowed them to be hands-on, creating more confidence in pre-service teachers, especially in using technology to enhance English language learning. Technology should be integrated into language learning because it makes teaching and learning the English language exciting and effective. Preparation programmes for pre-service English teachers should expose students to technology.

Sert and Li (2019) researched how pre-service English language teachers' development of critical knowledge of CALL materials can be developed through academic coursework and formal learning of instructional technology and materials design. Participants were one hundred and eleven pre-service English teachers. Group and peer reflections were used to collect data. Findings demonstrated that CALL is advantageous to students because it allows for language learning authenticity. Students pointed out CALL challenges, such as problems with some tools or functions of certain types of technology.

4.3.16 Use of social networks for teaching by pre-service English teachers

Social networks are platforms for social interactions and personal relationships (Moolenaar, 2012). Kezar (2014) describes a social network as a website or application that enables users to communicate by posting comments, information, images and messages. Patacchini and Zenou (2016) define a social network as a website where people, often with similar interests, come together to share information and communicate. Table 21 presents an article on pre-service English teachers' acceptance of using social media for teaching purposes.

Table 21

Pre-service English teachers' use of social networks for teaching

Country	Topic	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Turkey	Pre-service English teachers' acceptance of social media for teaching purposes	Bagci & Cihat, 2018	Quantitative	One hundred and forty pre-service teachers studying at two state universities in Istanbul and Sakarya	Survey	English teachers' acceptance and use of social networks for teaching are high. Gender has no significant effect on the acceptance and use of social networks for teaching purposes.

(Source: Author's compilation)

Bagci and Cihat (2018) conducted a quantitative study on the acceptance of pre-service English teachers and social network use for teaching purposes. Participants were one hundred and forty pre-service English teachers studying at two state universities in Istanbul and Sakarya, Turkey. A survey was used to gather data, and the scale of acceptance and use of social networks for teaching purposes was used as the data collection instrument. Participants displayed high acceptance of social networks for teaching purposes because they are familiar with them, so they had no difficulties integrating them.

4.3.17 Shortcomings of teacher training policies

A policy is a principle or course of action adopted or proposed by a person or group (Pianta et al., 2016). Education policies for pre-service teacher training programmes are guidelines and rules that aim to improve the quality of education and performance in higher education institutions (Knight, 2016). Adick (2018) defines policy as a system that deliberately provides guidelines to decision-making processes, ultimately achieving rational outcomes. Table 22 presents an article on the shortcomings of pre-service English teacher training policies.

Table 22

Pre-service English teacher preparation programme and shortcomings of policies

Country	Topic	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Turkey	Issues faced by pre-service English teachers and shortcomings of a preparation programme	Balbay et al., 2018	Qualitative	Nineteen instructors from 20 different universities in Turkey	Interviews	There is a gap between the preparation programs and the contextual needs of teachers. Specific projects are not held, and there is a predetermined number of professionals and publishers who, for the most part, give momentary preparation programmes.

(Source: Author's compilation)

Balbay et al. (2018) conducted a qualitative study on the issues in pre-service English and in-service teacher training programmes by focusing on the shortcomings of teacher training policies in Turkish universities. Participants were nineteen instructors from twenty different universities in Turkey. Interviews were used to gather data and analysed through content analysis. From the findings, it is evident that there is a gap in language learning management policies of pre-service and in-service teacher training for instructors. There are no uniform standards in Turkish universities regarding English language teaching programmes. There is a significant difference between the quality of education provided to English teachers in their undergraduate programmes and the teacher training they receive during employment. The institution's needs, time, funding, and technology affect the policies of English teacher training programmes.

4.3.18 Use of websites by pre-service English teachers to enhance learning

Websites are collections of web pages and related content recognised by a common domain name (Kimmons, 2017). Tan (2019) describes websites as a group of linked web pages that share a unique domain name.

Estera and Shahjahan (2019) define websites as a realm of publicly accessible, interlinked Web pages that share a single domain name. Table 23 presents an article on pre-service English teachers' use of websites to enhance learning.

Table 23

Pre-service English teachers' use of websites to enhance learning

Country	Topic	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Turkey	Pre-service English teachers' use of websites to enhance learning	Atar & Bağcı, 2020	Mixed method (qualitative and quantitative).	One hundred and thirty-one pre-service English teachers	Semi-structured interviews and Scale for Web Information Searching	The use of websites enhances English learning. Increased competence in 'technical properties and visuality.'

(Source: Author's compilation)

Atar and Bağcı (2020) conducted a mixed-method study investigating the information searching and commitment strategies on the web of pre-service English teachers. Participants were one hundred and thirty-one pre-service English teachers at a state university in Sakarya, Turkey. Semi-structured interviews were used to collect qualitative data, and the Scale for Web Information Searching and Commitment Strategies was used to collect quantitative data. The findings indicate that pre-service English teachers' competence in searching for information on the web was highly affected by how they checked for formal and expert websites and the appropriateness of the content for the goals.

4.3.19 Peer feedback on writing anxiety of pre-service English teachers

Peer feedback is when students provide feedback through comments on each other's performance, work and behaviour (Smith, 2017). Dijks et al. (2018) define peer feedback as a process of students developing each other by following specific criteria to provide feedback to other students. Panadero and Alqassab (2019) describe peer feedback as a communication process where students engage in dialogues related to performance and standards. Table 24 presents an article on the effects of peer feedback on writing anxiety levels of pre-service English teachers.

Table 24

Writing anxiety of pre-service English teachers' peer feedback

Country	Topic	Author(s) and Year	Type of study	Number of participants	Data collection tools	Findings
Turkey	The effects of peer feedback on writing anxiety levels of pre-service English teachers	Sivaci, 2020	Mixed method (qualitative and quantitative).	Twenty-six pre-service English teachers doing their 1 st year of study at the department of English Language Teaching	Questionnaires and Semi-structured interviews	Writing anxiety levels of the participants have decreased due to peer feedback activity in writing classes. Peer feedback is beneficial in the writing process, writing styles and writing mistakes.

(Source: Author's compilation)

Sivaci (2020) conducted a mixed-method study about the effects of peer feedback on the writing anxiety levels of pre-service English teachers. Twenty-six pre-service English teachers who were doing their first year of study at the English language teaching department at a foundation university participated in the study. Data were collected using questionnaires and semi-structured interviews. The Second Language Writing Anxiety Scale collected data that measured the anxiety level of students' writing in English, and content analysis was used to analyse data. The findings indicated that peer writing reduced the writing anxiety levels of pre-service English teachers. Pre-service teachers showed that feedback from their peers helped boost their self-confidence; however, they stipulated that they did not receive feedback on grammar.

4.4 Methodologies employed in the studies and their effects

Most studies used questionnaires and semi-structured interviews to collect data. For questionnaires, it is possible that the participants provided dishonest answers and found some questions challenging to answer, which may have led to the findings not revealing the truthfulness of a situation. Questionnaires were helpful in the case of large amounts of information, such as cases where many pre-service English teachers were participants.

When participants are scattered in different geographical areas, questionnaires are beneficial because participants can respond wherever they are. For example, a study conducted by Altan (2012) employed questionnaires since there were two hundred and seventeen participants from different universities in Turkey. Semi-structured interviews allow the researcher to prepare questions beforehand to guide participants in sticking to the topic (Salihoglu, 2012). Because semi-structured interviews require extensive resources, researchers might not collect appropriate responses, leading to biased responses.

Moreover, surveys allow for data collection from a large number of participants. Thus, most articles employed this method; participants could have provided accurate and honest answers. Responses might not be precise, which could be the case in some articles leading the researcher to misinterpret responses. Using focus group interviews was advantageous to most studies because there was an opportunity to get deeper information on issues. However, participants might have not freely voiced their opinions, resulting in biased results. Face-to-face interviews and in-depth interviews were also used in some studies. The face-to-face interviews provide clarification opportunities for both researcher and participant and the allowance to capture behaviours and emotions.

4.5 Observations on the articles used in the study and their focus

Articles from Indonesia mention approaches employed in pre-service English teacher preparation, such as the flipped-classroom approach (blended learning) and technology-based learning (including video learning) (Kristanto & Padmi, 2020). Micro-teaching and communicative approaches are employed in Japan and Saudi Arabia. Countries like Australia, Cyprus, and Malaysia use grammar and communicative teaching approaches in pre-service English teacher preparation. Meanwhile, Germany and the United Kingdom use approaches integrated with technology, such as the Computer Assisted Language learning and technology-based teaching approaches. On the other hand, Sweden employs co-teaching. The mentioning of these approaches in articles demonstrates that pedagogy in these countries is essential, and curriculum matters are vital for pre-service English teachers' preparation programmes.

In contrast, the focus of some articles in Turkey does not exhibit anything related to pedagogy and the approaches used in English pre-service teacher preparation for FAL teaching (Bagci & Cihat, 2018).

Other articles from Turkey mention the web-based assessment approach, approaches to language learning, blended learning approach and inductive approach focusing on grammar, reading and vocabulary (Yilmaz & Orhan, 2010). It implies that pedagogy and approaches do not hold a primary position in teacher preparation programmes.

Perhaps it could be related to the authors' perceptions and beliefs that pre-service English FAL teachers are more important than pedagogy (Demir & Yurdakul, 2015). Balbay et al. (2018) state that pre-service teacher preparation for English teaching depends largely on linguistic structure and accuracy but lacks practical communication skills, hindering pre-service teachers' willingness to communicate in English. Another possible reason for the lack of approach discussion could be that the English competency was not crucial before Turkey started trading with western countries such as America (Yüksel, 2014). Sevimele and Subasi (2018) state that English has been subjacent in Turkey. Most students are not highly competent with the language even though they have studied English since early elementary school. Turkey writes about pre-service English teacher preparation because of protecting its socio-cultural status, ensuring that English does not lead to the demise of the ethnic and official language in Turkey, which is Turkish (Cubukcu, 2013).

Similarly, Çevik (2017) states that English is not prevalent in Turkey since the population reported as English-speaking is less than one-fifth of the population. Genc and Aydin (2017) mention that English serves a socio-economic value in Turkey, and therefore its function should be restricted to business and international relations. However, this does not prohibit Turkey from writing about English pre-service teacher preparation programmes because they have challenges in not having enough competent teachers (Baltacı & Tanis, 2018). Most novice teachers graduated with intensive insight into the English language but without much apprehension about how to teach the language to suit the needs of different learners. There is a growing demand for English teachers in Turkey. Perhaps they write about preparation for English teachers to ensure they gain much insight to prepare more competent and proficient teachers. They also write to improve their teacher-preparation programmes since there are many gaps, such as pre-service English teachers complaining about insufficient time to practice and limited opportunities to apply their knowledge in authentic situations (İnceçay & Dollar, 2012). Teachers' perceptions demonstrate that thoughts, beliefs, and behaviours contribute to pre-service English teachers' perceptions, negatively or positively defining how they think and act.

4.6 Response of articles to this study's research questions

The training period for English FAL and EFL teaching is four Years, the first three years are coursework, and the final year is practical. Distance learning programmes are four years, with the first two years being coursework and the last two years being content-driven courses and teaching practice (Yüksel, 2014). Distant learning results in English teachers being less competent than they should be because pre-service teachers do not get adequate exposure during their teaching practice (Yilmaz & Orhan, 2010). Merc (2015) believes that distant learning is beneficial in cases where students have obtained their initial or undergraduate degree and are furthering their studies as means of professional development. Turkey tried to fill the gap of qualified English teachers by shortening the distance learning course, which disadvantaged students, implying Turkey lacked information on teacher preparation programmes (Dinçer & Yeşilyurt, 2013). To enhance English FAL pre-service distance-learning teachers, some institutions use a web-based assessment approach to learning (Hüseyin, 2014). It appears advantageous to students because it enhances their technical skills and has more flexibility than face-to-face learning, where information becomes the teacher's responsibility. It is also a disadvantage because teachers expect schools to have infrastructure supporting technology when pre-service teachers get in service. If it is not the case, then they feel incompetent. Some consequences of the type of training that English FAL teachers receive include a lack of oral communication in the English language since their preparation programme does not concentrate on the communicative approach (Saricoban & Oz, 2014).

A four-year course programme with teaching practice in the final year is dominant in most countries like Indonesia, the United Kingdom, Germany, Cyprus, Australia and Japan. The United States differs because they offer a five-year Bachelor/Master of Teaching programme and a two-year Master of Teaching programme designed for those who want to pursue their teaching careers and already have an undergraduate degree. Countries such as Saudi Arabia, Malaysia, Myanmar, the Philippines and Sweden did not specify the period of their pre-service English preparation programme. The consequences of the kind of training that pre-service English teachers receive include examples in Japan, where second language acquisition theories, teaching methods, affiliated schools' practical learning, and microteaching employed in pre-service English teacher preparation programmes provide less exposure outside the classroom. It deprives pre-service teachers of the experience of interacting socially with learners (Miller & Mikulec, 2014).

In the United States, their coursework comprises education classes focused on general and content-specific teaching and assessment techniques. It inhibits pre-service English teachers from all the pedagogical knowledge of the subject they need to become adequate teachers. Cyprus has inadequate training in the teaching methodology of language. Some find themselves inadequate in English language proficiency, which is required to implement Communicative Language Teaching Anxiety programmes. Technology-based teaching may not be effective if pre-service teachers do not receive adequate support and guidance on using technological devices to enhance the learning of English FAL in Germany. In the Philippines, the realities of the schools differ from what was taught, and students lack support (teaching resources and strategies) during teaching practice. These challenges display the imbalance between the curriculum employed by many institutions in various countries and realities in schools, which need to be addressed for pre-service English preparation programmes to produce adequate teachers (Robson, 2015).

A systematic literature review by Mammadov and Aypay (2020) had two hundred and fifty-two doctoral dissertations obtained from the Council of Higher Education Thesis Center in Turkey, published between 2010 and 2020 on English language teaching in Turkey. The findings revealed that most scholarly work focuses on Teaching English as a Foreign Language, Foreign Language Teacher Education, and Second Language Education (Setiyadi, 2020). It indicates a gap in the pre-service English preparation programme since they try to develop teachers professionally, implying that they were not adequately trained when becoming teachers (Cuhadar, 2018). Eret-Orhan et al. (2018) assert that most focus areas of research on pre-service teacher education do not add value to the requirements of producing adequate English language teachers in Turkey. Crucial aspects like English proficiency are not considered a priority in the curriculum. The information on some research questions is lacking in articles from most countries included in the study. It shows that some aspects of pre-service English teacher preparation programmes are not discussed, perhaps because most articles focus on perceptions and beliefs and not all aspects of the preparation programme.

4.7 Summary of the chapter

This chapter presented a geographical analysis of articles on pre-service English teacher preparation for FAL teaching that meet the study's inclusion criteria.

It explored nineteen themes derived from articles based on their relevance to pre-service teacher preparation: pre-service English teachers' beliefs; self-efficacy of pre-service English teachers; pre-service English teachers' perceptions; experiences of pre-service English teachers during teacher practicum; pre-service English teachers' application of insight and cultural awareness; pre-service English teachers' intercultural sensitivity; issues of diversity experienced by preservice English teachers; intercultural communicative competence (ICC) in pre-service English teachers; pre-service English teachers' testing and evaluation methods; micro-teaching experiences experienced by pre-service English teachers; differences and similarities in preservice English preparation programme in Turkey and Japan; impact of native English and non-native English teachers to students; professional development programmes of pre-service English teachers in Computer Assisted Learning (CALL); pre-service English teachers' critical language awareness development; improvement of TPACK in the preparation programme of pre-service English teachers; use of social networks by pre-service English teachers for teaching purposes; shortcomings of teacher training policies; use of websites by pre-service English teachers to enhance learning; and peer feedback on writing anxiety. The chapter also critically analysed the articles by looking at the different methodologies employed in the studies and their effect. Observations on the articles used in the research and their focus were discussed. This chapter also presented data on articles related to the study's research questions.

Findings indicate that positive pre-service English teachers' beliefs elevate their performance and ensure they become adequate teachers. The self-efficacy of pre-service English teachers is determined mainly by their knowledge of that particular concept. For example, the knowledge that pre-service teachers possess on computers heightens their use and increases their self-efficacy in computer skills. Teacher practicum is considered a reality of how a workplace ought to be. Pre-service English teachers develop classroom management, assessments, content knowledge and time management skills when they undergo their teacher practicum. Pre-service English teachers encounter challenges, anxiety, and stress during their training; however, coping mechanisms and strategies to deal with stress are provided in their preparation programme.

Pre-service English teachers' preparation programmes entail cultural awareness, cultural sensitivity, and blended learning, which influence perceptions and beliefs on the approaches they will employ in the future as English language teachers.

Diversity is an aspect incorporated in the preparation programme which enables pre-service teachers to teach effectively in a multicultural and diverse classroom. Pre-service English teachers are sometimes trained on testing and evaluation methods during micro-teaching experiences. Integrating technology with learning improves the 21st-century learning skills of pre-service English teachers. Preparation programmes include TPACK in computer assisted language learning courses where websites and social media enhance learning.

CHAPTER 5: DISCUSSION OF FINDINGS, REFLECTIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented and provided the interpretation of data on how pre-service English teachers are prepared for English First Additional Language (FAL) teaching. This chapter, which concludes the study, discusses these findings and presents the study's reflections, limitations, and recommendations. Since this study was conducted to understand how pre-service English teachers are prepared for English FAL teaching, a systematic literature review methodology was employed because it provides an overview of all the available evidence on the phenomenon. Data was generated from articles that met the inclusion criteria of the review. This chapter discusses the findings based on the research questions and the study's implications. The discussion of results is presented as follows: qualification requirements for English FAL teachers; approaches used to prepare pre-service teachers for English FAL teaching; challenges faced by pre-service teachers when prepared to become English FAL teachers; countries of included research articles on English FAL teacher training; and the consequences of the type of training received by English FAL teachers. In addition, the reflections, limitations and recommendations for future research are provided.

5.2 Discussion of findings

5.2.1 Qualification requirements for English FAL teachers

English language teacher qualifications are either a Bachelor of Education, Bachelor of Arts degree, Bachelor of Secondary Education (B.S.Ed.), Bachelor of Elementary Education or TEFL certification (Hoa & Mai, 2016). Qualifications vary in countries as some require a B.Ed. degree and others B.S.Ed. or a master's in Education. Pre-service teachers must undergo a practicum before they qualify as English FAL teachers. Full-time contact courses and part-time (distant learning) are offered for the qualifications. These preparation programmes share similar aspects and focus on coursework in the first three years and teaching practicum in the last year of study. In other words. The content of the programmes, and the pedagogies are probably similar too, in terms of Shulman's PCK model (Evens, Elen & Depaepe, 2016).

Moreover, the literature indicates that the dominant duration of a programme for English FAL teachers is four years. The first three years are coursework modules comprising methodologies and teaching approaches, while others focus on theoretical information and pedagogy (Li, 2016).

The final year is for teacher practicum, where pre-service English teachers visit schools to practice teaching to gain the experience and ability to manage a classroom. It is questionable whether the duration of one year for teaching practice is sufficient for pre-service teachers to learn and adopt a working environment attitude and behaviour.

Liu (2016) asserts that a year is insufficient for practicum, which needs to be done at the beginning of the preparation programme so that pre-service teachers develop and improve professional skills and aspects of personality. Aglazor (2017) believes that when teacher practicum is done at the beginning of the preparation programme, like in the first year, they have more time to adapt to teaching and practice their classroom-management skills, gaining exposure to different teaching styles and strategies. However, there may be a lack of time to address challenges if the practicum is in the final year.

Wright (2010) emphasises that the main objective of teacher practicum is to ensure that pre-service teachers are provided with authentic hands-on experience in teaching. When the practicum is conducted at an earlier stage of the pre-service teacher preparation programme, like the first or second year, pre-service teachers can adequately prepare in pedagogy and practice. Ultimately, it will result in their acquisition of both the theory and practical aspects of English language teaching and learning. The findings also indicate that it is essential that pre-service English FAL teachers get multiple opportunities to test all the approaches in the classroom when they teach since English is not their first language. Because they are unfamiliar with the language, they must practise and test themselves in authentic teaching and learning classroom environments. Similarly, Grudnoff (2011) believes that teacher practicum should be done in the early years of teacher preparation programmes because it is not always helpful in supporting the transition to teaching when done in the final year.

Distance learning programmes are also four years; the first two years are coursework, and the last two are content-driven courses and teaching practice. One limitation of distance learning is that not much support is provided to pre-service teachers in practicum. Mentor teachers are expected

to give them guidance in their professional development. This could indicate that PCK (Shulman, 1986) is somewhat weakened when actual teaching takes place.

However, in cases where mentors graduated twenty years ago, they may not be on par with recent developments in the school curriculum resulting in teachers feeling inadequate when they get in service (Zhou, 2014).

Countries like Japan offer a prodigious experience to pre-service teachers by sending them to an English environment overseas for their teacher practicum (Walkinshaw & Oanh, 2014). This overseas experience enables pre-service teachers to be exposed to different cultures and learn English from native speakers. The advantages of an overseas experience include fluency in English, good pronunciation, and more insight into different approaches and methods of teaching, which would strengthen both content knowledge and pedagogical knowledge (Shulman, 1986).

Other training programmes are a five-year Bachelor/Master of Teaching programme and a two-year Master of Teaching programme designed for those who want to pursue their teaching careers and already have an undergraduate degree. The literature stipulates that pre-service teacher preparation for English FAL teaching comprises two aspects: learning to teach and practice of teaching (theory and practice). However, the challenge is that teaching what they learned comes later in the programme, in their final year of study (Tomas et al., 2017). It indicates that pre-service English teachers are not adequately prepared practically to teach because they are only prepared in theory in the first three years. Therefore, it raises the question of whether theory is more important than practice or whether they are both essential. Aronson and Laughter (2016) state that theory and practice are crucial in preparing pre-service teachers for in-service because theory and practice demonstrate their ability to use evidence to increase understanding of critical concepts. Hoggan (2016) highlights the importance of connecting theory and practice by stating that both inform future practice and justify decision-making regarding suitable approaches or teaching methods in different classroom contexts. Additionally, the importance of pedagogical content knowledge should not be underplayed.

5.2.2 Approaches used to prepare pre-service teachers for English FAL teaching

Different institutions use various approaches when preparing pre-service teachers to become English FAL teachers. The findings of this study indicate that most articles do not specify the approaches employed in preparation programmes of pre-service English teachers for English FAL

teaching. Possible reasons are that the institutions do not design their pre-service teacher preparation programmes according to a specific approach (Duman et al., 2015). The advantages of not having a particular approach include the ability to bring any other at a given time to enhance English language learning (Linck & Cunnings, 2015).

In contrast, Weston et al. (2017) point out that it is a disadvantage not to have specified approaches in pre-service teacher preparation programmes.

It could result in a lack of organisation and structure as effective approaches might be forgotten in the following year because no records were kept. Some articles mention the web-based assessment approach whereby learning occurs when there is a computer application and internet in the classroom (Yang et al., 2017). Another is the microteaching approach, a teaching practice whereby a pre-service English teacher teaches a small group for a short time to get peer feedback and evaluation of their teaching (Hu et al., 2017). Meanwhile, co-teaching refers to two teachers collaborating in teaching and learning activities to enhance learning (Akmal, 2017). Thus the findings reveal that pedagogical approaches (Shulman, 1986), in terms of the ways preparation is undertaken, is varied.

In most articles, the focus is on grammar (system and structure of a language, including morphology and syntax) (Effendi et al., 2017), reading and vocabulary (listening to the words that need to be known for one to understand English language and the appropriate use of English words when speaking) (Lazareva, & Loerts, 2017). Other articles focused on flipped classroom approach or blended learning, whereby the instruction moves from the group learning space to the individual learning space; there is interactive learning in this pedagogical approach (Ren et al., 2017). These approaches, primarily grammar-related approaches, do not emphasise communication in the English language classroom which then disadvantages the pre-service teachers because they should communicate when teaching and not just focus on the technical aspect of the English language. Thus, teachers in these approaches are inadequately prepared to teach effectively (Pudin, 2017).

Sert and Li (2019) indicate that the integration of technology and learning is observed when authors use approaches like technology-based learning (use of technological devices, including video learning) and computer assisted language learning (learning mediated by a computer). These can enhance communication if there are discussions on topics. Language approaches such as

grammar and communicative teaching are dominant in many articles. Communicative language teaching refers to learning English to achieve communicative rather than linguistic competence, emphasising learner interaction to promote meaningful language use (Shing & Seng, 2020). This approach encourages the practice of English in real communication and motivates pre-service English teachers to interact using English. A communicative language teaching approach is best practised in instances like Japan taking students overseas for teacher practicum, exposing pre-service teachers to English and increasing their communication skills. Hence, combining all approaches is beneficial, especially to pre-service English teachers since they do not know the environment in which they will be working.

Instead of learning only one approach, it is advantageous for them to know all approaches so they can adapt in cases where the infrastructure and facilities of their work environment are not similar to those of their institution or schools in which they practised. Thus, it becomes clear that both content and pedagogy are context-related and context-based (Shulman, 1986).

5.2.3 Challenges faced by pre-service teachers when prepared to become English FAL teachers

Becoming an English FAL teacher is not without any challenges. Literature indicates that pre-service teachers (distance learning and full-time) experience high stress levels (Brown et al., 2015). Mahmoudi (2016) suggests that some factors contributing to pre-service English teachers being overwhelmed with work and stressed include insufficient time allocations for a period. For example, if a period is forty-five minutes long and the classroom is overcrowded, the teacher will try to discipline learners before teaching, which takes up most of the teaching time. Another factor is that teachers have more work to cover, especially with slow learners (Cakici, 2016). It means that teachers cannot teach a concept and move on because some learners do not easily understand it. So, they become overwhelmed with the work they need to teach. The inability to manage crowded classrooms becomes challenging when conducting an effective lesson (Unal & Ilhan, 2017). It implies that teachers do not look forward to teaching in overcrowded classrooms because they are noisy and are not well disciplined. Perhaps not receiving guidance and support from experienced teachers frustrates pre-service teachers because they observe that well-experienced teachers manage crowded classrooms very well (Kavanagh & Rainey, 2017). This situation could also mean that pedagogical and content expertise (Shulman, 1986) for English FAL teachers is

important as it could lead to better prepared teachers who would be able to deal with the challenges they will face in the classroom.

Moreover, Paquette and Rieg (2016) state that a language barrier in pre-service English FAL teachers during teaching can lead to reduced motivation. Thus, it becomes difficult for pre-service teachers to acquire English as a new language. For example, when pre-service English FAL teachers communicate in their vernacular, it becomes challenging to use English since they are not exposed to it. This brings about a negative attitude towards the language.

Kuswandonu (2017) mentions that pre-service English FAL teachers feel inadequate because of a lack of resources like insufficient textbooks, technological devices such as printers and photocopying machines, and not knowing strategies to make learning productive. It means that pre-service teachers are stressed out when they do not have enough resources and cannot improvise, especially on topics that need learners to look at photographs to enhance discussions.

Nurhayati et al. (2017) mention that another thing that exhausts people when speaking a foreign language (English in this case) is that their brain does extra work to translate, form sentences, and access vocabulary from the vernacular language to English. So, pre-service English FAL teachers experience this fatigue and anxiety from wanting to get everything right. Zheng and Cheng (2018) claim that the anxiety about a new language originates from pre-service teachers' sense of "self" in psychology. The difficulties, English cultures and fear of losing their own culture can result in language anxiety.

There are two perspectives from which language proficiency is discussed: teachers and students. The literature reveals that some pre-service English FAL teachers have a negative attitude towards English (Bilgin & Aykac, 2016). Pre-service English teachers have limited English proficiency and cannot develop professionally due to their negative perceptions of newly developed approaches such as the video-learning approach (Yukselturk & Altiok, 2017). When they are exposed to teaching using a chalkboard, they become comfortable and fear using strategies that require technological devices, so they avoid using them. Genc and Aydin (2017) state that attitude is essential because it gives rise to motivation, resulting in second language proficiency attainment. Hence, pre-service English FAL teachers must have a positive attitude towards English to increase their proficiency in the language.

Another challenge pre-service teachers' face when they are prepared to become English FAL teachers is a lack of knowledge on thinking skills. They also lack an understanding of the teaching methods for successfully practising thinking skills. Sometimes, they employ irrelevant methods to their context because it is all they know (Daud et al., 2019). Pre-service English FAL teachers are sometimes reluctant to participate in the English language and resist doing oral presentations; this increases their lack of confidence in communicating in English (Christison & Murray, 2020).

Thus, exposure to English communication can help pre-service teachers increase their fluency by increasing knowledge of grammar, vocabulary, and pronunciation; increase motivation by increasing confidence and improving communication skills by talking to those who know the language (Suseno & Sarjana, 2020). The perspective on students emphasises the acquisition of English. Language acquisition is a challenge and confuses students because most experience fear of learning a new language.

Others are hesitant to change their old ways since they are used to their vernacular (Maila & Ross, 2018). Students are usually ridiculed by their peers when speaking English and constantly doubt themselves due to pronunciation and different language structures between their vernacular and English. Sibanda and Baxen (2018) state that the challenge with learning a new language is doubting oneself and fear of speaking with strangers.

The challenges discussed above indicate that pre-service English FAL teachers need to be adequately prepared: for teaching overcrowded classrooms by being equipped with classroom management skills; trained on teaching approaches that could be applied in various school contexts; and improvising skills so that they do not get overwhelmed when they do not have enough teaching resources.

5.2.4 Countries of the included articles on English FAL teacher training

Most articles that met the study's inclusion criteria were from Turkey (28). The literature on the history of English in Turkey showed that the inception of contact of Turks with the English language was in the 1530s when there were trade relations between the Ottoman Empire (ruling empire of Turkey at that time) and Great Britain (Randall, 2015). During this era, trade partners did not learn each other's language, so they had Greek, Jewish and Armenian minorities in Istanbul and Izmir that worked as translators throughout centuries of business (Solak & Cakir, 2015). English was known but not used much because, in the 18th century, French was Turkey's language of trade and

diplomacy (Uzer, 2016). It was not until 1908 that English began to be taught in state schools (Gunter, 2016). After 1923, Kamal Atatürk, the founder of the Republic of Turkey, took over after the Ottoman Empire collapsed (Uzun & Bilgin, 2016). Turkey then moved away from the European influences towards the power of the United States with English as an international language. The English language became necessary due to the influx of American economic and military power (Dearden et al., 2016).

Altan (2017) states that English gained more power in Turkey over other foreign languages since it competed with French due to modernisation and westernisation. Although English is not a *lingua franca*, a secondary or official language in Turkey, it is still widely taught but not the primary language in higher institutions. English in Turkey carries functions in education, the private sector and tourism. Thus, it is not surprising that Turkey has many articles on pre-service English FAL teacher preparation because they are working on improving their citizens' English language.

Indonesia is another country with five articles that met the study's inclusion criteria. It was formerly a Dutch colony and gained independence in 1945 (Evers, 2016). Most Indonesians did not receive any education and were illiterate because the Dutch government wanted to keep them colonised. Few secondary schools existed in Indonesia, but only Dutch children and children of a few local officials and well-connected people were allowed to attend (Wahyuni, 2016). Campbell (2017) points out that in 1907, Western-style elementary schools were introduced, and English was initially taught to Indonesians in 1914. Establishments of junior high schools and senior schools were only set up in 1918.

Moreover, the Japanese prohibited the teaching of English in Indonesia during the second world war, but after, Indonesia gained their independence in 1945 (Zein, 2017). When Indonesia gained independence, English became the country's first language because Dutch was a colonialist language and did not have the international status that English had (Gustine, 2018). Hamied and Lengkanawati (2018) state that Indonesia used English to decolonise from the Dutch government. Meanwhile, they worked out the language policies to accommodate bilingual and multicultural societies. English has played a massive role in business, education, politics, and media. The language has contributed to teaching and learning since it is a compulsory school subject. Thus, research from Indonesia about English FAL pre-service teacher preparation indicates the interest in educating citizens about English and for trade purposes since it is a global language (Lamb &

Arisandy, 2020). English language teaching and learning in Indonesia's curriculum has undergone developments. They initially employed the Grammar Translation Method as their first teaching methodology to enable students to understand passages in English so they could translate them into Bahasa Indonesian (Rachmawati et al., 2020). Although English is taught in Indonesia, the methods used do not promote English communication since they use grammar-translation methods. In the case of Indonesia, it is clear that while the curriculum has been developed, it is not specifically reported that similar advancements regarding the pedagogical content knowledge (Shulman, 1986) of the higher education teachers has also been developed.

Japan is another country with literature on pre-service English FAL teacher education, having four articles. The initial contact between Japan and the European countries in 1600 was the beginning of English being spoken in Japan (Enslin & Enslin, 2017). Hino (2018) states that the Japanese began to learn English when Phaeton (a British battleship) arrived in the 19th century in Japan. In 2011, English instruction in Japan became compulsory starting from elementary school in Grade five with learners of ten years of age (Galloway & Rose, 2018).

In addition, Sasaki (2018) indicated that a restricted range of English functions in Japan exists, but it is still taught as a foreign language in the education system. The literature on English use in Japan also indicates that it is vital for trade purposes, overseas travel and academic research since pre-service English teachers from Japan do their practicum overseas (Thompson & Woodman, 2019).

Meanwhile, Australia, Saudi Arabia, and the United States had two articles relevant to the study. English was introduced to Australia in 1788 (Malcolm, 2019). Burns (2019) indicates that Australia does not have any official language, so English has been the most commonly spoken since the European settlement, entrenching it as the *de facto* national language. So Australia only has two pre-service English teacher education articles probably because English is a universal business language, and they are the most exemplary education system that teaches the language. Saudi Arabia is another country with two articles used in the study. English language in Saudi Arabia began to be spoken in the 1920s but without much attention because they considered it a threat to their culture and Islamic religion (Gaffas, 2019). Al-Hassan and AlQahtani (2019) mention that the country's shift in English teaching and learning occurred during 9/11. Since then, the government has made an empirical effort to promote English. English teaching and learning

development led Saudi Arabia to gain much insight and seek to enhance its EFL teaching and learning (Aljohani & Alajlan 2020). The United States also has literature on pre-service English preparation. In the United States, the use of English resulted from British colonisation (Crowe & McLeod, 2020).

Sato and Thompson (2020) indicate that during the early 17th century, the first wave of English-speaking settlers arrived in North America. A further influx of migrations followed in the 18th and 19th centuries. English became an official language in 1996, but Americans used English as far back as the 1700s (Underwood et al., 2020). Because the United States uses English as a first language, perhaps they do not write much about pre-service English preparation because they know English and assume they do not need help.

Cyprus, Germany, Malaysia, Myanmar, Philippines, Vietnam, and the United Kingdom had one article relevant to the study. From 1878 and 1960, Cyprus was under British rule and became a crown colony in 1925 (Ekici, 2019).

The introduction of English in 1935 was an integral part of the curriculum, but English is not an official language in Cyprus; Greek and Turkish are the official languages (Themistocleous, 2019). In Germany, English is part of the Germanic group of languages. Different groups came together to form the new German language, which has similar components (alphabets and twenty-six letters) to English, making it easier to switch between them (Mollin & Hickey, 2019). English in many German schools is taught in the first grade (Lawson-Adams & Dickinson, 2020). It shows that pre-service English teachers from Germany get exposed to English at a very young age, limiting them from experiencing challenges like others whose home language is not English.

The use of the English language in Malaysia can be traced back to the 18th century from the British presence in the Malay Peninsula and the Sabah and Sarawak in the 19th century (Hashim, 2020). English was introduced as a medium of instruction in primary and secondary schools in 1787 under British rule (Lillie, 2020). Hashim (2020) states that after the inter-ethnic riots in 1969, the Ministry of Education issued a directive to teach all subjects in Bahasa Malaysia in all national English schools. It was done in stages with effect from January 1970, which resulted in English being taught as a second language. Also, English in Myanmar was introduced during the British colonial period (Aye, 2020). English was then taught as a second language starting from Grade five (Low, 2020). Kandiko et al. (2020) state that English was the language of instruction at

Burmese universities until 1965. People in Myanmar use English for different purposes, such as cultural presence, communication with the world, market business and intellectual presence (Kirkpatrick, 2020).

Furthermore, the Americans occupied the Philippines from 1898 to 1946, but English only occurred in the Philippines in 1972 (Munalim, 2019). English was added as an official language in 1935, so Filipino and English are the official languages in the Philippines. Filipino is the primary language used in media, schools, and as a lingua franca, uniting the disparate needs of communities (Acabado & Martin, 2020). English did not become popular in Vietnam until the 1990s after the Soviet Union collapsed and the economic reforms (Doi Moi) and normalisation of United States-Vietnam relations were implemented (Tran & Tanemura, 2020). Hence, English is considered an essential foreign language because of the rapidly increasing demands of globalisation in fields such as education, economy, culture and environment in Vietnam (Ayu, 2020).

Modern English in the United Kingdom was formed during the late 15th century until the late 17th century (Geldsetzer, 2020). Galloway and Numajiri (2020) state that in 1603 James I came to the throne and influenced spoken and written English to have a high standard. The use of English in the countries mentioned above somewhat indicates why they are interested in pre-service English teacher preparation.

5.2.5 The consequences of the type of training that English FAL teachers receive

There are consequences to the type of training that pre-service English FAL teachers receive. The preparation programme for pre-service teachers comprises the approaches to teaching which integrate technological devices into learning. It becomes a challenge when teachers in service cannot teach using a chalkboard because they are accustomed to using PowerPoint presentations.

The literature indicates that programmes that do not emphasise a communicative approach result in pre-service English teachers having limited oral communication skills in English (Yanagi & Baker, 2016). The flipped classroom approach appeared in many articles; it allows students to become familiar with digital, technological devices that may not be available during in-service (Ozdamli & Asiksoy, 2016). For example, pre-service teachers may not cope in schools that do not have technology resources since they are used to technology-based learning. When pre-service teachers are accustomed to a flipped approach, they cannot cope in schools where teaching is done

without digital devices. One of the benefits of a flipped approach is that students gain skills working in environments exposed to technology (Li & Suwanthep, 2017).

Smallhorn (2017) states that the drawback of a flipped classroom is that it creates or aggravates a digital divide since students need computers and internet access to view lectures. It may be challenging for students, especially those from low-income areas with limited resources. Bicen and Taspolat (2019) indicate that one of the challenges of a flipped-classroom approach is that students may find it challenging to adapt to new methods and struggle to understand the subject independently. Where teaching practice is done overseas, realities differ as pre-service English teachers get accustomed to the environment with English first language speakers and may become frustrated when learners have challenges learning English (Curtis & Ledgerwood, 2018). Mashau et al. (2019) state that as much as overseas practicum creates exciting opportunities and experiences for pre-service English teachers, it raises the expectations making pre-service teachers believe that the reality of a classroom is one with resources and learners who are good in English.

Ravhuhali et al. (2019) posit that overseas countries are well developed with excellent infrastructure and teaching and learning resources. Meanwhile, this might not be the case in developing countries where pre-service English teachers work, leading to a lack of adjustment to the working environment. The literature implies that most pre-service English teachers have a negative attitude towards the grammar teaching approach, which is part of their preparation programme (Sadeghpour & Sharifian, 2019). Loan (2019) indicates that pre-service teachers' negative beliefs about the grammar approach affect their knowledge since they believe that English is not their language and, therefore, not important. This has a negative impact on pre-service English teachers' knowledge of the language structures, and they are likely to be ineffective when teaching grammar.

Another approach is microteaching, an organised classroom where students only need to focus on acquiring teaching skills (Jonaria & Ardi, 2020). Azrai et al. (2020) add that microteaching benefits pre-service English FAL teachers by boosting their confidence and improving teaching skills such as explanation and stimulus variation. Sometimes it may result in a lack of classroom management when teaching because learners behave differently. Also, classrooms have large numbers compared to twenty individuals, usually the maximum number of students in a microteaching setting. Some programmes in pre-service teacher preparation do not expose pre-service English

teachers to listening and speaking English. Because of this, teachers are limited in English language proficiency, a requirement to implement communicative language teaching in most schools (Toro et al., 2019).

When pre-service teachers are in service and required to communicate in English, they become worried, and some suffer from anxiety (Ngubane et al., 2020). Hence, Ntombela et al. (2020) emphasise the importance of preparation programmes for pre-service English teachers to use the communicative language teaching approach because it elevates their competence in speaking English and stimulates practice in real communication. The technology-based approach is also used in many studies where learning is integrated with technological devices (Klebanov et al., 2020). Akhmedov and Shuhkrat (2020) state that teaching with technology may not be effective if pre-service teachers do not receive adequate support and guidance on using technological devices to enhance the learning of English FAL.

Romero-Rodríguez et al. (2020) highlight the need for pre-service English FAL teachers to not solely depend on technology since not all schools are well resourced. Therefore, pre-service English FAL teachers should be accustomed to teaching in schools that use only the chalkboard to teach so that they do not entirely depend on teaching with technology.

5.2.6 Methodologies employed by the included articles

The dominant methodology in the articles used in the study is qualitative, followed by a mixed-method (a combination of qualitative and quantitative approaches). The quantitative method, concurred mixed-method and convergent parallel mixed-method are also used in other articles. Qualitative research incorporates the human experience but has shortcomings, such as the fact that it depends on the researcher and results are difficult to replicate because responses are based on the perspectives of an individual and how they responded to questions asked, which could be different on the next day (Oltmann, 2011). Mogashoa (2014) states that data generated from qualitative research can be challenging to verify, and as a result, conclusions developed by researchers could be questioned. Adhabi and Anozie (2017) assert that researcher bias can influence qualitative research, consciously or subconsciously. Because of the shortcomings of qualitative data, should other methodologies be employed in search of pre-service teacher preparation for English FAL teaching, more knowledge will be gained on improving the programme. A mixed-method (qualitative and quantitative) provides enough information on how

pre-service teachers are prepared to become English FAL teachers and what is needed to enhance their skills (Subedi, 2016).

A mixed-method approach exhibits participants' (pre-service English teachers, teacher trainers, and curriculum developers) points of view, which provides more insight (Dahlan et al., 2016). Similarly, Solomonidou and Michaelides (2017) posit that the mixed method is not biased in that it ensures findings are grounded in participants' experiences. Bryfonski and Sanz (2018) add that the mixed method allows for scholarly interaction. Thus, most studies have focused on pre-service English FAL teachers as participants; hence, more studies on teacher educators, lecturers or curriculum developers and their views on preparation programmes are needed.

5.2.7 Theories employed by the included articles

Different theories were employed in studies from included articles based on their suitability in explaining phenomena.

Grammar and communicative language teaching approaches are quite dominant in the included articles. The grammar-translation method helps the teacher clarify the meaning of the word and sometimes translate the meaning and word into the mother tongue (Prastyo, 2015). Thus, there is no room for participation of students because the teacher is the one that provides instructions on the English language to students, and no oral activities take place. In this case, the target language (English) remains ignored since the mother tongue is dominant (Siregar, 2018). The grammar-translation method focuses on translating sentences into and out of the target language. Hence, students are still comfortable using the vernacular and are not pressured to learn a new language. Navidinia et al. (2019) state that students do not develop English language skills with the grammar-translation method and cannot grasp the correct pronunciation of words.

On the other hand, the communicative language teaching approach brings about positive results. It is beneficial when preparing pre-service English teachers for English FAL teaching because it encourages the practice of English in real communication situations (Alamri, 2018). Promtara and Suwanarak (2018) state that the communicative language teaching approach develops positive self-confidence in students while interacting using English. Dos Santos (2020) asserts that the communicative language teaching approach increases the fluency of the target language and ensures the student's competence in various situations is enhanced. The communicative language teaching approach comprises all four basic skills (speaking, listening, reading and writing),

contributing to pre-service English FAL teachers' effectiveness in future (Wang et al., 2020). Pre-service English teachers can also be successful when the communicative language approach integrates technological devices with learning (Sivaci, 2020).

As much as the current study is based on pre-service English teacher preparation for English FAL teachers, the availability of in-service English teacher information could provide insight into how pre-service teachers perform when they are in service. Teacher preparation cannot be in isolation since pre-service teachers are prepared to teach effectively in schools. Thus, to ensure ongoing research and insight on the effectiveness of a preparation programme, learners' progress in language acquisition could be tracked (Ag-Ahmad & Lidadun, 2020). Teacher preparation programmes that do not provide sufficient training on pedagogical content matters and language teaching approaches may affect the learning process negatively, especially when pre-service teachers get in service.

The studies do not provide clear information on what kind of teachers schools need after training. It appears that teachers are being prepared to teach without emphasising the skills they should possess. Novice teachers need a programme in the workplace like an orientation or introduction that will serve as a transition from their student life to the world of work. Perhaps a ten-year longitudinal study where novice English FAL teachers are observed on how they teach and their guidance would provide more insight into what aspects could be added to the preparation programme (Ansari & Pianta, 2018). Diaz and Farrar (2018) state that longitudinal studies efficiently determine variable patterns over time, meaning that pre-service teachers' patterns during service would be observed. VanOra (2019) asserts that longitudinal studies successfully provide information on developmental trends. Kuzyk et al. (2020) point out that longitudinal studies are more powerful than cross-sectional studies because they are highly flexible and ensure precision and validity. Most pre-service teacher preparation for English FAL teaching articles focus on perceptions, beliefs, and self-efficacy. There is limited focus on pedagogy and teaching strategies in the articles used in the study; this needs more attention because it forms part of pre-service teacher professional development (Gumbo, 2020).

5.3 Conclusion

This study aimed to determine how pre-service teachers were prepared to become English FAL teachers to impart knowledge that may develop teacher training education. A systematic literature

review was conducted, and the inclusion and exclusion criteria and indicators of quality assessments were used to extract data relevant to this research. Numerous research has presented different results regarding how pre-service teachers are prepared for English FAL teaching. Moreover, past studies focused on the beliefs, perceptions and self-efficacy of pre-service teachers during their preparation programme and not the methodologies employed. Therefore, a review of the secondary (existing) literature was required to determine the preparation programme of pre-service teachers and provide recent findings.

A search strategy assisted in gathering relevant literature through journals, databases, books and reference lists. Fifty studies conducted in Turkey, Indonesia, Japan, Australia, Saudi Arabia, United States, Cyprus, Germany, Malaysia, Philippines, Vietnam and the United Kingdom (UK), published between 2010 and 2020, were included in the study. A data extraction sheet was employed to extract information from the studies that contributed to the review.

Literature revealed that a dominant teacher training programme is four years, with the final year being the practicum teaching. Micro teaching, communicative language teaching, technology-based teaching and grammar teaching approaches are employed in the preparation programme. Most of these approaches do not emphasise orals, leading to pre-service English FAL teachers feeling inadequate in speaking English. Bachelor of Education, Bachelor of Arts, Bachelor of Secondary Education and Bachelor of Elementary Education are requirements for becoming an English teacher in various countries. The preparation programme of pre-service teachers indicates a gap between theory and practice because they only go for teaching practice (to teach and not to observe) in the final year of study. This practicum period is insufficient because pre-service teachers need experience in aspects like classroom management, application of different teaching strategies, time management, curriculum coverage and improvisation techniques should they teach in schools that lack resources. This could be developed if they were to start their practicum in their first year of study.

5.4 Reflections, limitations and recommendations for future studies

This study was inspired by the researcher's personal experiences as an English FAL teacher. During these experiences, feelings of inadequacy and challenges in teaching and learning English FAL arose, which led to questions on how pre-service English FAL teachers are trained to teach.

The knowledge from the empirical research on how pre-service English teachers are prepared to teach English FAL can provide solutions to addressing the challenges experienced during teaching in the workplace. The literature on various preparation programmes from a national and global perspective, insight on the importance of curriculum, pedagogy, subject content and approaches to teaching can contribute to the professional development and increase confidence and knowledge in English FAL teachers.

However, limitations emerged during the research, such as not finding any information about the love for teaching. It is assumed that if one loves teaching, everything else comes easy. Although one can excel in content and pedagogical knowledge of the English subject, it does not override the frustrations the job brings because there is not much love for it. Another factor contributing to frustrations and feelings of inadequacy at work is whether or not a person wants to be a teacher or is in love with being an English FAL teacher but does not understand the reality of the career. Perhaps there should also be a course in the preparation programme to ensure that teachers do not get demotivated in their teaching world of work.

The theoretical framework (Pedagogical Content Knowledge) employed in this study helped clarify the importance of being able to speak English as a language and having the knowledge of English as a subject, meaning knowing about approaches, teaching materials, subject content, and assessment and evaluation techniques. Pedagogical content knowledge (Shulman, 1986) deals with knowledge of what is being taught (content knowledge) and how it is taught (pedagogical knowledge) (Lee & Lee, 2017). In addition, a lesson could be planned with multiple strategies to help meet the learning needs of all learners. The theoretical framework also encourages the correction of misconceptions; for instance, as an English FAL teacher dealing with cases where learners are Africans and feel that English is used to replace their culture. Thus, it is vital to create an effective teaching and learning environment and understand the subject content and pedagogy, learners' activities, curriculum goals, the school and the community.

Furthermore, there were other limitations to the study that can provide suggestions for future studies. This study is a desktop study and did not involve any live participants. The researcher did not have the opportunity to probe for more information on questions from direct sources to gain more insight but provided an outline of what is in the literature. Thus, future studies could do qualitative or quantitative research or mixed-method study that gives access to more insight. The

current study excluded literature published before 2010 and after 2020, which could have left out important information. In most articles that met the inclusion criteria, there was a lack of specificity on the approaches used to prepare English FAL teachers, which signals a gap in the literature. It could be because this study has inclusion and exclusion criteria that left out articles with the specified approaches used in pre-service teacher preparation for English FAL teaching. For example, a study by Liaw (2009) on pre-service teacher preparation for English FAL teaching indicated the approaches used but was excluded based on the year of publication. Perhaps future studies should consider expanding the criteria for including studies, which would be beneficial for gaining more information.

Moreover, pedagogical content knowledge (Shulman, 1986) did not include much information on 21st-century learning skills and technology integrated into the present teaching and learning.

Therefore, future studies could employ Technological Pedagogical Content Knowledge (TPACK) (Koehler, Mishra & Cain, 2013) as their theoretical framework or any other framework covering current teaching and learning trends to gain more insight into how pre-service teachers are prepared. Also, the literature used in the study does not specify extensively what pre-service teachers' instructors or trainers think about the curriculum and duration of teacher practicum. So future studies could research the pre-service English teachers' instructors' perceptions of teacher preparation programmes.

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Appendices

Appendix A: Spreadsheet of included articles

Author, Year and Country	Field of Study	Focus and Theoretical Framework	Research Questions	Participants, Setting and Methods	Findings	How are pre-service English language teachers prepared?
Yüksel, 2014, Turkey	Foreign Languages Education.	Investigating changes in the self-efficacy of Turkish pre-service English as a foreign language and factors affecting it. Social cognitive theory	How does the sense of efficacy in pre-service teachers change over time? Which sources are related to the sense of efficacy of pre-service teachers?	Forty (27 females and 13 males) pre-service English teachers. The setting is primary, Secondary and high schools. Design is a concurrent mixed model, questionnaires.	English language teaching efficacy changed over time. Pre-service teachers depend on more enactive mastery experience and social persuasion.	The course is four years. Teaching methodology (27 credits) and pedagogy (24 credits) courses are taken during the first three years (51 credits). Teaching practice is what takes place during the fourth year of the course.
Çapan, 2014, Australia	Teacher Education	Investigates English Foreign Language (EFL) teachers' beliefs about grammar teaching. Interpretivism	What are the grammar instruction beliefs of pre-service EFL teachers? Do these beliefs show any differences during teaching practice? If yes, which aspects of their beliefs about grammar instruction change? Does the actual practice of pre-service EFL teachers correspond with their reported beliefs about grammar instruction?	Forty-seven (34 females and 13 males) pre-service teachers, all senior students at a public university, majoring in English Language Teaching (ELT). Public school. Semi-structured interviews, questionnaires and classroom observations	Most pre-service EFL teachers believe that grammar should not be the focus in Foreign Language (FL) teaching but be used as means of communication, of which learners will gain more knowledge. There was no change in the EFL teachers' beliefs about grammar instruction except for the area of conscious knowledge, which had a slight difference.	Four years. 240 credits in total. Focus is teaching methodology, material development, language acquisition and linguistics. Practicum is a one-year course.

Author, Year and Country	Field of Study	Focus and Theoretical Framework	Research Questions	Participants, Setting and Methods	Findings	How are pre-service English language teachers prepared?
Ersanli, 2016 Turkey	Science and education	A five-week training and workshop on Technological Pedagogical Content Knowledge (TPACK) of pre-service English language teachers' viability is investigated. Technological pedagogical content knowledge is the theoretical framework.	Because of TPACK training and workshops, will the TPACK of pre-service English language teachers improve? Do TPACK of English pre-service teachers vary as per gender? What are the views of pre-service English language teachers concerning TPACK training and workshops?	Fifty-nine (40 females and 19 males) English pre-service teachers in a state university. In the third year of their preparation programme, Methodology courses were the focus. Qualitative and quantitative research methods.	TPACK of English pre-service teachers improved, and the workshop served its purpose. Both male and female participants increased their TPACK, but female scores were higher than male. TPACK workshops assisted with ways to integrate technology, pedagogy and content to support student learning;	A four-year programme of which the first three years deal with coursework of pedagogy and language teaching courses.
Walkinshaw & Oanh, 2014, Japan & Vietnam	English languages and linguistics	Investigates the advantages and disadvantages of learning English from NESTs (native English-speaking Teachers) and non-NESTs. The theoretical framework is Instructivism.	What advantages and disadvantages do learners think about learning English from a native-English speaking teacher? What advantages and disadvantages do they identify with learning English from a non-native English speaker teacher?	Hundred (88 females and 12 males) students. Taught by NESTs and non-NESTs. Qualitative short-response questionnaire. Case study	Communication with a non-NEST was much easier, notable disadvantage was pronunciation. NESTs teachers were found to teach at a complex level making it hard for students to understand; they are seen as dependable models of authentic language.	No details available.
Altan, 2012, Turkey	Foreign language learning	Investigates the beliefs of pre-service teachers on English foreign language teaching and learning	No details available	Two hundred and seventeen (142 females and 75 males) enrolled in English Language Teaching (ELT) programmes at seven state universities in Turkey	Pre-service teachers confirmed their beliefs, experiences and intuitions	No details available

Author, Year and Country	Field of Study	Focus and Theoretical Framework	Research Questions	Participants, Setting and Methods	Findings	How are pre-service English language teachers prepared?
Kuswandono, 2014, Indonesia	Education	Investigates pre-service English teachers' identity and professional development during their campus and school-based teaching practice. The theoretical framework is Pedagogical Content Knowledge.	How do pre-service English teachers describe themselves, professional learning, and emerging professional identities?	Thirteen (five females and eight males) pre-service English teachers from Guru University. Methods are focus group discussions, interviews, reflective journals and autobiographical writing.	Motivation is important in a teacher's journey as it informs decision-making and how teachers describe their emerging professional identities.	Coursework for three years and the practicum learning during the final year.
Yüksel, 2014, Turkey	Education	Investigates how pre-service English as a foreign language (EFL) teachers view themselves as future teachers and how they assess their teaching competencies. Multiliteracy theory	How much do pre-service teachers see themselves equipped as EFL teachers? How would they venture themselves as future EFL teachers?	Forty (28 females and 12 male) pre-service EFL teachers. Turkish state university, all native speakers of Turkish, full-time undergraduates. Convergent parallel mixed method design where qualitative and quantitative were merged after being collected individually.	Average felt competent enough in teaching because of knowledge. Some are positive about becoming effective future teachers as they see professional development courses and getting more academic knowledge as the key to developing themselves in new ways to teach English.	Four-year course, theoretical information programmes, teaching practice, pedagogy.

Author, Year and Country	Field of Study	Focus and Theoretical Framework	Research Questions	Participants, Setting and Methods	Findings	How are pre-service English language teachers prepared?
Kazaz & Alagözülü, 2020. Turkey.	Language and Linguistic Studies.	To build up an estimation apparatus that assesses the teaching practicum to reveal insight into the desires and mentalities of English teacher applicants according to teaching practicum. Interactional	What are the desires of pre-service EFL teachers from Teaching Practicum? What are the responses of pre-service EFL teachers to the Teaching Practicum?	Two hundred and ninety-four ELT students at their senior level. Turkey university. Questionnaires	Pre-service teachers do not need their supervisors to meddle in their teaching methods, to locate their particular manners and acknowledge that supervisors cannot be objective or excessively understanding throughout the cycle. An experience of teaching practicum where teachers can develop great teaching skills is a response from pre-service teachers.	Pre-service teachers who are taking beginning teacher training need to build up a few capabilities to ensure their arrangement to teach. Pre-service teachers ought to exhibit their capacity recorded in writing lesson plans, in the movement of subjects, addressing the necessities of the students, controlling an assortment of showing procedures and techniques, giving the substance an exploratory, striking language and demonstrating the capacity to digital sources.
Hüseyin, 2014. Turkey	Applied linguistics for English language teaching	Explore the effect of Chinese (L1) syntactic structures on the accurate production of English (L2) writing composition.	Not available	Fifty pre-service English teachers	Chinese learners of English have difficulty with many syntactic structures in English due to the negative language transfer of their first language. The findings suggest that English language instructors would perhaps be more effective if they emphasised learning areas of the English language that do not correspond well with the Chinese language.	Not available

Author, Year and Country	Field of Study	Focus and Theoretical Framework	Research Questions	Participants, Setting and Methods	Findings	How are pre-service English language teachers prepared?
Bağcı & Cihat, 2018, Turkey.	Educational science	Digs up on the English teachers' acceptance and use of online social networks for teaching purposes. Social cognitive theory.	How much do pre-service English teachers acknowledge and utilise social networks for teaching? How much does the acknowledgement and utilisation of social networks change contingent upon sex, age, and day-by-day time spent on social networks and whether they have ever utilised informal communities for learning purposes?	A hundred and forty-eight (108 females and 34 males) pre-service English teachers. The age range is 17 and 25. First and second-year students.	The acknowledgement and utilisation of social networks for teaching purposes are high, and the participants positively acknowledge the utilisation of social networks for teaching purposes. Some pre-service English teachers did not have a positive observation concerning using Facebook in regular classes.	No details available.
Salihoglu. 2012, Turkey	Education	Explores the educational programme's effectiveness according to pre-service English teachers' beliefs and instructors. Technological pedagogical content knowledge.	Which segments of the language teacher education programme in the department were viewed as viable or insufficient, as indicated by the fourth-year pre-service teachers? Which components of the department's language teacher education programme were considered successful or ineffective by the teachers in the department?	Two hundred (152 females and 48 males) 4 th -year students and Language Teaching Department lecturers. Turkish university. A questionnaire, focus groups and semi-structured interviews.	There is a satisfaction level for candidates to a certain extent. The programme still neglects the need for more practice, students' language proficiency, and needs analysis.	Four-year programme. Fifty-eight total courses for a qualification to be obtained. Educational courses, General knowledge courses and ELT courses are three main categories. They are offered in eight semesters.

Author, Year and Country	Field of Study	Focus and Theoretical Framework	Research Questions	Participants, Setting and Methods	Findings	How are pre-service English language teachers prepared?
Debreli, 2012, Turkey	Social and Behavioral Sciences	Explored changes in the beliefs about teaching and learning English as a foreign language. Interpretivism.	At the beginning of the teacher-training programme, what beliefs do pre-service teachers have about teaching and learning English as a foreign language? Is there any change in pre-service teachers' initial beliefs during and after the teacher training programme?	Three (two females and one male) pre-service teachers and senior students in the English Language Teaching Department. Semi-structured interviews.	Grammar was believed to be the least important skill in a foreign language classroom at the beginning of the teacher training programme. All pre-service teachers believed that special ability is required for one to learn a foreign language. Awareness of beliefs was developed due to teaching and observing real classrooms. Even though they still had some of the beliefs from the beginning of the training, they built up a consciousness of the pertinence of the theoretical issues they knew and created and changed their beliefs as per the individual teaching experiences they had during the preparation programme.	In the last year of their study, the pre-service teachers needed to partake in the teacher-training programme that proceeded for two terms. In the initial term, the pre-service teachers attended the methodology courses inside the department. Afterwards, they were sent to public schools to watch various teachers teaching distinctive learner groups. They were needed to complete six hours of observation. In the second term, the pre-service teachers were once more sent to public schools; nonetheless. It was a chance to train diverse learner groups.
Kunt & Özdemir, 2010, Turkey.	Education	Distinguishes potential varieties concerning the beliefs of students who took methodology courses at the start and finish of their teacher education programme. Social cognitive theory	What are teachers' beliefs about language learning in the first and last year of a pre-service programme? What is the difference between students' beliefs taking the initial and those taking the final methodology courses?	Forty-one (thirty-one females and ten males) pre-service teachers enrolled in the English Language Teaching Department of Eastern Mediterranean University. Nineteen and twenty-six is their age range. Questionnaire.	Pre-service teachers' beliefs are a determinant factor in their behaviour. Pre-service teacher education has little effect on the beliefs that pre-service teachers bring to teacher education. When those courses purposely set out to change earlier beliefs, there appeared to be almost no change in the substance of those beliefs.	Four-year education programme, methodology courses.

Author, Year and Country	Field of Study	Focus and Theoretical Framework	Research Questions	Participants, Setting and Methods	Findings	How are pre-service English language teachers prepared?
Mahmoudi, 2016, Turkey.	Education	Investigates the causes of stress at practicum in pre-service language teachers and their strategies to cope with stress. Attribution theory.	What are the causes of stress at practicum in pre-service language teachers? What strategies did they use to cope with stress?	Sixteen fourth-grade pre-service language teachers. Enrolled in the Faculty of Education attending the English Language Department at Cukurova University in Turkey. Face-to-face interviews, classroom observation notes.	The highest stress level is generated from mentors, supervisors, resources, time management, lack of self-confidence and classroom management. Strategies include observing experienced teachers' classes, asking the mentor teacher for help, preparing a lesson plan, asking the supervisor teacher for feedback, and using songs and games for different activities.	Practicum courses focus on methodology rather than preparing pre-service language teachers to cope with stress and anxiety.
Öz, 2014, Turkey.	Teacher Education	Examined the perceptions of pre-service English teachers of web-based assessment in the approaches and methods course they took in an English programme. Pedagogical Content Knowledge.	What are the general perceptions of pre-service English teachers of web-based testing for their course? Between computer-based tests and paper-based tests, which do they prefer? Do gender, duration and frequency of internet usage and level of computer literacy affect perceptions of web-based assessment? Are intentions towards web-based assessment related to perceived usefulness, ease of use, computer attitude, and anxiety?	Fifty (41 females and nine males) pre-service English teachers. Enrolled in approaches and methods course in English Language Teaching Department (ELT). University in Ankara. The age range is 19-23. All have done IT training course. Quantitative research approach, self-report questionnaire.	Pre-service English teachers have a positive attitude towards computers and web testing for their course of approaches and methods. Half the students prefer both the use of computer-based tests and paper-based tests. Few students prefer computer-based tests to paper-based tests. The attitude of males and females is comparable towards web-based assessment use. Students who view online testing as helpful and simple to utilise testing medium will generally have more uplifting mentalities towards the utilisation of the web and goal to utilise the web.	Training programmes consist of compulsory pedagogical content knowledge courses in completing the teaching programmes. ELT department offers a computer course using Moodle and Blackboard as their tools.

Author, Year and Country	Field of Study	Focus and Theoretical Framework	Research Questions	Participants, Setting and Methods	Findings	How are pre-service English language teachers prepared?
Ismail, 2011, Saudi Arabia.	Language teaching.	Investigates views of microteaching component offered in English Language teaching methods' two courses by teacher trainees. Interpretivism.	How does microteaching sway ESL student teachers' views about language improvement and course fulfilment? How do ESL student teachers see microteaching to affect their competence in teaching? How do ESL student teachers see microteaching corresponding to their administrative and planning aptitudes? What sort of feeling do student teachers hold about the act of microteaching?	Sixty-one female teacher trainees. All from the English Language Education Programme in the Faculty of Education in the United Arab Emirates University (UAEU). Some in Teaching Methods of English to Young Learners and others in Teaching Methods of English in Elementary Schools). Questionnaire and focus groups.	There is a positive impact on ESL student teachers' awareness and views due to the cooperation of microteaching regarding their language and teaching competencies. Effective instructional strategies developed as a benefit of microteaching experience.	The Microteaching programme furnishes pre-service teachers with a reproduced circumstance to incorporate the theories they have learned and put into practice and show abilities while leading an exercise to their colleagues.
Gungor, 2016, Turkey.	Teacher education	Points out gaps that pre-service teachers experience between the hypothetical contemplations and real factors of teaching and the issues they face in this course. It allows them to observe and assess themselves in a pre-service teacher-training programme in Turkey. Attribution theory.	What is the contribution of diaries and video-recording presentations on pre-service teachers' reflective practices? How does getting regular input on PSTs' microteaching introductions advance their self-and peer reflection? In what ways do PSTs profit from intelligent practices in TEYL courses?	Twenty (seventeen females and three males) undergraduates in their 3 rd year. From a central large state university in Turkey. Qualitative.	Video recordings and diaries help pre-service teachers with a pedagogical and reflective tool to make decisions and personalise, thus conducting relevant teaching techniques and theories. Observing video-recorded sessions helps them point out the strengths and weaknesses of microteaching before their presentations to help reduce their anxiety. PSTs profit from TEYL courses by evaluating their strengths and weaknesses in classroom management.	Four-year undergraduate programme. Deals with subject information, content information, instruction studies, and general information through four years of training resources. Content information courses incorporate language securing, showing language aptitudes, ELT system, instructing English to youthful students, English language displaying materials transformation and advancement, English language testing and assessment, and a practicum. Fourth-year pre-service ELT teachers engage in a practicum experience in primary or a secondary school for two terms.

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Saricoban & Oz 2014. Turkey	Education	To investigate the ICC levels of Turkish pre-service English teachers. Attribution theory.	What are the levels of intercultural communicative competence (ICC) in pre-service English teachers? Is there any significant difference between male and female pre-service teachers in ICC? Is there any relationship between pre-service teachers' achievement and ICC level? Does spending a more extended period abroad and preservice EFL teachers' ICC levels have any significant relationship?	Eighty-nine (69 females and 20 males) pre-service English teachers, university in Ankara, Turkey. Some had been abroad due to the Erasmus Exchange programme; all are in their third and fourth years of the teacher education programme. Questionnaires.	Participants received a satisfactory level of ICC since overall pre-service English teachers had a good ICC level. Between the pre-service EFL teachers' ICC level and their knowledge, skill and attitudes in intercultural communicative components, there were consistent solid relations. There was no statistically significant difference in the ICC levels of males and females. There was a definite positive relationship between the pre-service ELT teachers' ICC level and their abroad experience. All the more explicitly, all ICC parts (knowledge, attitudes and skills) were emphatically related to concentrating abroad.	No details available.
Schmid & Hegelheimer. 2014. Germany	Teacher education	Investigates Computer Assisted Language Learning (CALL) professional development programme for pre-service English as Foreign Language (EFL) teachers. Technological pedagogical content knowledge.	How does CALL professionally develop teachers?	Twenty-one student teachers and eight state primary and secondary English teachers in service.	Field experiences gave proficient learning openings that upheld the student teachers' advancement as CALL practitioners. The partaking pre-service teachers particularly accentuated the significant pretended school-based encounters by utilising innovation in real language situations and assessing innovation's effect on language teaching and learning.	The university programme covers all school subjects, including English as a Foreign Language (EFL). The educational plan or curriculum is unequivocally outfitted towards creating and demonstrating abilities through the escalated combination of hypothesis and practice. Student teachers (average age between 19 and 25) concentrate for six to eight semesters, which incorporates up to six times of showing practice in

					Interviews, video recordings of lessons, and academic research reports.	various schools, where they watch exercises instructed by teachers. They additionally teach and assess their activities under the management of school mentors and university teacher trainers.
Kourieos & Diakou, 2019. Cyprus	Teacher education	Investigates how effectively pre-service education prepares teachers to teach English in primary state schools in Cyprus. Interpretivism.	What perceptions do novice teachers have on their preparedness to teach English? During the induction years of English Language Teaching (ELT), what challenges do novice teachers face?	A hundred and three (ninety-four females and nine males) primary novice teachers. Fifty-six are substitute teachers, and 47 are employed as contract teachers in Primary state schools in Cyprus. Some had English proficiency certificates, and others had no training and taught English because a specialist teacher was unavailable. Survey and interviews.	Student teachers are only given to build up their FL teaching abilities during the practicum. They are surveyed by two university supervisors, who are not subject specialists and are coached by the coordinating teachers, who might be EFL teachers. The communicative language teaching aspect was difficult for novice teachers, motivating children and adapting materials to their level. Grammar teaching was also a challenge.	Pre-service teachers all attend mandatory courses on various pedagogical sciences, teaching methodology of explicit subjects and substance region courses, the last centering regarding math, Greek language and science. Moreover, students must pick two specialisations of which a module on ELT is not an alternative.
Sivaci, 2020. Turkey.	Language teaching	Investigates if the anxiety levels of pre-service English teachers could be reduced by peer feedback activity in writing classes. Attribution theory.	Will peer feedback in writing classes decrease the students' writing anxiety?	Twenty-six pre-service English teachers. Semi-structured interviews.	The participants' writing anxiety levels decreased due to peer feedback activity in writing classes. Peer feedback was beneficial in the writing process, writing styles and writing mistakes.	No details available.

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Honda, Aoyama, Tadokoro & Kida, 2015. Japan.	English language teaching	<p>Explores the changes in language teachers in the experience of overseas teaching practicum.</p> <p>Language Teacher Conceptual Change (LTCC). Social cognitive theory.</p>	What are the changes in language teachers' overseas teaching practicum experience?	<p>Four (two females and two males) undergraduate students enrolled in teacher practicum overseas. They were majoring in English language teaching for elementary, primary and secondary school levels.</p> <p>Open-ended interviews.</p>	Changes of self when it comes to English language teaching and a gap between the actual self and possible self as the cultural context varies from overseas and Japan.	Course work includes second language acquisition theories, teaching methods, affiliated schools' practical learning, microteaching, and very few programmes outside the classroom.
Sert & Li. 2019, The United Kingdom.	Language learning and teaching	<p>Investigates how pre-service English language teachers' critical knowledge development of Computer Assisted Language Learning (CALL) materials can be developed through formal learning and academic coursework of instructional technology and materials.</p> <p>TPACK</p>	How do teacher up-and-comers uncover and show their insight into the design and improvement of audio-visual web-based exercises through their reflections on the materials they delivered throughout the semester?	A hundred and eleven pre-service English language teachers enrolled at a Turkish University in a TEFL programme. Students' reflections	Students experience learning through technology by observing how technology is used in their learning. For a particular group of learners to meet their needs and implement their materials in teaching, students develop some e-learning materials. Students engage in critical reflection on this practical work. The new cycle of experience stage comes from support and dialogues with peers. The knowledge development process is context-based as students encounter authentic problems and engage in group reflection	Four-year programme. English Language teacher programme with design and development of audio-visual web-based activities as focus. 3 rd year entails Instructional Technology and Materials Design as a compulsory course based on theoretical and practical input.

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Kristanto & Padmi, 2020, Indonesia.	No details available.	Describes perspectives of pre-service English language teachers in the implementation of the learning approach in Statistics. Interpretivism	What are the perceptions of pre-service English language teachers toward a flipped classroom?	Thirty (twenty-five females and five males) third-year students enrolled at a private university in Yogyakarta, Department of English language education. An online questionnaire, online survey.	Positive perceptions toward a flipped classroom approach. The use of video in learning and pre-class activities were useful.	No details available.
Cubukcu, 2013, Turkey.	Human sciences.	Explores the teacher trainees' intercultural sensitivity. Developmental Model of Intercultural Sensitivity (DMIS). Experiential learning theory.	How is the intercultural sensitivity among pre-service English teachers?	Sixty-five (51 females and 14 males) pre-service English teachers. All Turkish. The age range is 21 to 23. All have taken methodology courses (The Approaches to Language Teaching Teaching Skills) and practicum. Interviews	Pre-service English teachers show tolerance and sympathy for others by integrating objectives of language teaching with culture teaching.	No details available.
Zadorozhna, Datskiv, & Shepitchak, 2020, Europe.	Advanced education	Investigates the attitude of pre-service English teachers towards co-teaching. Interpretivism.	What is the potential for co-teaching as a learning and professional development tool for pre-service English teachers? What attitude do preservice English teachers have towards co-teaching?	Sixty Foreign Languages department students, 2 nd year of their teacher programme. Survey, focus groups discussions, and reflective journals.	Pre-service English teachers should adopt co-teaching since it is an effective learning and professional development tool and a method of collaboration. When teachers apply pedagogical innovation, student learning increases by developing teachers' and students' reflective skills and collaborative practices. Co-teaching in pre-service teacher education is an invaluable tool.	No details available.

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Kecik & Aydin, 2011, Turkey.	Teacher education	Describe the model made for pre-service Distance English Language Teacher Training Programme (DELTT) in teaching practice component. Experiential learning theory.	How does DELLT help pre-service English teachers?	Two hundred student teachers of DELLT from state schools in their hometowns.	By finding the links in theory and practice more easily, there is success in teachers trained in this system when coping with factors that operate in real classrooms.	Four-year DELLT programme. The First two years are face-to-face coursework; the last two years are through distance education—language proficiency courses are provided in the first two years. Skills and knowledge in linguistics, literature, teaching practice and methodology are improved in the third and fourth years using Web CT, books and CDs.
Zein, 2015, Indonesia	Teacher education	Researched English teachers' and language teacher educators' perspectives on educational policy measures to better prepare elementary English teachers to improve pre-service education. Interpretivism.	What are the perceptions of English teachers and language teacher educators on educational policy measures to better prepare elementary English teachers for improving pre-service education?	Twenty-five (sixteen teachers and nine teacher educators). Teachers had no tertiary English qualifications, and others had. Two to thirty-eight years is a range for their teaching experience. Teacher educators have a great experience in tertiary education experience, ranging from ten to forty years. Semi-structured interviews.	Redesigning specific preparation for elementary English teachers and pre-service education curricula is necessary. Teacher educators in teaching training schemes are crucial. To compensate for the lack of knowledge of English and limited English proficiency, the application of relevant English education programmes are desirable.	Primary School Teacher Education (PSTE) and English departments are the two streams of pre-service education. PSTE is a four-year course that teaches young learners skills and knowledge, philosophies of education, teaching approaches and methods, teaching practicum, assessment and testing. English department offers a four-year course education and pedagogical training, curriculum, language testing and evaluation, syllabus, materials development, teaching skills and teaching methodologies related to skills and knowledge, and strong proficiency in the English language. Pre-service teachers are prepared to teach English at high and secondary schools, not at elementary levels.

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Daud, Ras, Novitri, Audia. 2019, Indonesia.	Teacher education	Investigates level of speaking anxiety and factors contributing to speaking anxiety of pre-service English teachers. Attribution theory.	What are the speaking anxiety levels and factors contributing to the speaking anxiety of pre-service English teachers?	Thirty pre-service English teachers were studying speaking subject at a teacher education programme. Questionnaires and semi-structured interviews.	Social, linguistic and personal factors contribute to speaking anxiety. The social factor is the most critical factor influencing students' speaking anxiety as it identifies with how students respond to the reactions of individuals around them when they talk. Fear of errors, feeling stressed over negative assessments by teachers.	No details available.
Akmal, 2017, Indonesia.	Education	Suggests the completion of Technological Pedagogical Content Knowledge (TPACK) by local culture and local morals within the skills of the 21st century to equip pre-service English teachers with 21 st -century skills and develop their cultural context. Technological Pedagogical content knowledge.	How do TPACK and 21 st -century skills help pre-service English language teachers?	No participants	The ethno-pedagogy method assumes significant functions concerning Technology-based teaching as a social movement and the culture of teaching. The teachers ought not to duplicate past and current patterns in education. The objective of teacher education is not to instil or prepare teachers to act in endorsed ways but to instruct teachers to have sound abilities for 21st-century students.	No details available

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Demir and Yurdakul, 2015, Turkey.	English Teacher Education	Explores the beliefs of English as Foreign Language (EFL) student teachers and their trainers on the current pre-service English teacher education programme (ELTEP) and its effectiveness. The framework is Interpretivism.	What are the strengths and weaknesses of the current English language teacher education programme?	Fifty-seven EFL student teachers and eight teacher trainers at an English Language Teaching Programme at a state university in Turkey. Questionnaires and semi-structured interviews.	The training part of the programme does not give student teachers suitable conditions for mentioning objective facts of viable teachers at various schools, which regularly results in encountering unfruitful teaching applications at practice schools.	Four-year programme. The first two years of the pre-service English teacher programme are language content, skills acquisition, and teaching theory. Pedagogic content-driven and practice-oriented courses are offered in the last two years of the programme, including teacher practice.
İnceçay & Dollar, 2012, Turkey.	Educational sciences	Investigates the relation of readiness of pre-service teachers to manage the classroom to their efficacy. Pedagogical Content Knowledge.	What is the relation of readiness of pre-service teachers to manage the classroom to their efficacy?	Thirty-six (thirty-three females and three males) senior pre-service teachers in the ELT department. The average age was twenty. All from Yeditepe University. Questionnaires.	A measurably significant relationship exists between pre-service teachers' classroom management efficacy and readiness. Pre-service teachers' adequacy and availability can correspond with their implementation through the involvement with experiences in real teaching environments.	No details available.

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Ulla, 2016, Philippines.	Education	Investigates the pre-service teacher preparing programmes in the Philippines through the practicum experience. Pedagogical Content Knowledge.	As experienced by the 21 pre-service teachers, how does the HEI conceptualise practicum-teaching programmes of BSED-English and BA-English? What challenges do student teachers face? Which solutions can be offered? What can be depicted of the pre-service teacher-preparing programme in the Philippines as reflected in the practicum experience of the pre-service student teachers?	Twenty-one (fifteen females and six males) pre-service teachers. Junior and senior students of a private university in Mindanao, Philippines. Enrolled in practice teaching courses (Theory and Application) of BSED-English and BA-English. Classroom observation, group discussions and modified questionnaire.	Classroom management, lack of teaching resources and strategies, and lack of confidence in teaching were challenging. Solutions include reinforcement on participation and strategies to manage classrooms to be provided to student teachers. Good guidance and monitoring from the mentor teachers should be well-considered to prepare the student-teachers better to become qualified teachers in the future	To complete credit of 174 units before they can be presented with the degree, fifty-four units are for the expert instruction courses. These expert instruction courses focus on improving the information and abilities required in the education profession. These incorporate methods/strategies courses, theory/concept courses, special topics courses, and field study courses: teaching practice and actual classroom observation.
Topkaya & Yavuz, 2011, Turkey.	Teacher education	Investigated the pre-service English language teachers' democratic values in relation to their perceptions of self-efficacy. Constructivism.	What are the perceptions on the efficacy of pre-service English language teachers?	Two hundred and ninety-four (242 females and 52 males) pre-service teachers. Questionnaire survey.	Pre-service English teachers in this cohort hold solid democratic values. The investigation found no measurably noteworthy distinction among free factors of sexual orientation, class and future profession designs among them and the members' vote-based estimations. Gender was not an essentially significant factor concerning the vote-based qualities, which may feature the all-inclusive nature of majority rule government and related issues.	Four-year programme. In the first two years of study, courses are content and pedagogical knowledge, mostly in theory. The third year is wholly dispensed to pedagogical content knowledge, where students get information about and practice how to teach English. The genuine field experience starts in the fourth year. The school experience course in the fall term and instructing practicum in the spring empower pre-service teachers to take a shot at cleaning their teaching skills and upgrading their insight while receiving support through preparation and on-campus tutorials.

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Topkaya, 2010, Turkey.	Educational technology	Investigated pre-service English teachers' computer self-efficacy perceptions in relation to possessing computers, gender, computer experience, grade levels, frequency of computer use, and general self-efficacy. Technological Pedagogical Content Knowledge	What are the perceptions of pre-service English teachers on computer self-efficacy? Between computer self-efficacy perceptions and general self-efficacy perceptions, is there a correlation?	Two hundred and eighty-six (232 females and 56 males) pre-service teachers at the Faculty of Education, English Language Teaching (ELT) Department. From Çanakkale Onsekiz Mart University. Computer Self-Efficacy Scale The General Self-Efficacy Scale and a survey questionnaire	Pre-service English language teachers 'computer self-efficacy perceptions were found to be moderate. At quite an early age, most students become familiar with computers. There is a positive correlation between computer self-efficacy and general self-efficacy perceptions of pre-service English teachers.	No details available.
Hatipoğlu, 2015, Turkey	Foreign Language Education.	To reveal pre-service English teachers' knowledge of foreign language testing and to inspire what their apparent preparing needs were. Constructivism.	What is the language testing and evaluation preparation of pre-service English Language teachers moving from METU, Ankara? What are the pre-service English Language teachers' desires from an ELTE course according to its substance and procedure?	One hundred twenty-four pre-service English teachers from Middle East Technical University (METU) Ankara, Turkey. Questionnaires and interviews.	About 90.3% of students would be relied upon to assess, choose and compose English language tests to set up their students for different public and worldwide language tests dependent on a solitary ELTE course they would take at the university. Students still had minimal knowledge of English language testing and testing in general even though they had taken a number of exams in the English language and had been trained in the ELTD at METU for four years.	Four-year training Coursework on language testing and assessments, methodologies and content courses.

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Godley, Reaser & Moore. 2015, United States	Education	Explores the development of Critical Language Awareness on pre-service English teachers' (PSTs') for teaching through an online course focused on language variation. Pedagogical Content Knowledge.	Are pre-service English teachers developed on Critical Language Awareness?	Twenty-four (sixteen females and eight males) English PSTs. All white, teacher programme-secondary English Language Arts at an urban, Midwestern university in the United States. Around half of the PSTs were simultaneously student teaching in urban schools where a lion's share of students were black and low-income and half in rural schools where most students were white and working class. Questionnaires and online wiki discussions.	Developed productive Critical Language Awareness. PSTs appeared to acknowledge without opposition that language belief systems and phonetic biases existed and maintained social disparities, especially those situated in racism.	Coursework in sociocultural theories of literacy, sociolinguistics, the English grammar or history of the English language.
Ulla, 2017, Myanmar.	Language education	Investigates the attitudes and perceptions of teachers towards the English for Education College Trainers (EfECT) programme. Interpretivism.	What is the apparent certainty of these partaking teachers in utilizing English since they are in the preparation programme of the British Council's EfECT project? Are they interested in teachers' perspectives about the current teacher preparation and language proficiency programme? What are the issues and difficulties experienced by the teachers in the preparation programme and the current circumstances in their separate classes?	Fifty-one participants (forty-nine females and two males).Thirty-seven primary teachers and fourteen university lecturers and professors. The qualitative-quantitative method was used. Focus group discussions, classroom observations and questionnaires	Most participants were confident in using the English language even though they had reservations about using it in or out of classrooms. The majority can clearly explain terms in English, and a few indicated their lack of confidence in explaining terms in English. There was no clear understanding of the self-directed study, non-directive teaching, and other autonomous learning strategies.	No details available.

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Miller & Mikulec, 2014, Japan.	Multicultural Education	Propel one's understanding of how to grow socially and culturally responsive teachers through a basic assessment of a submersion field involvement with an especially exceptional school condition where issues of sexual, racial/ethnic, and financial decent are tended to through reformist methodologies. Social cognitive theory is the theoretical framework.	To what extent will an extreme field experience challenge pre-service teachers' beliefs and attitudes toward different populations and non-traditional models of education?	Sixty pre-service teachers. Enrolled in the researchers' secondary education courses. The setting is urban, Midwestern, non-traditional charter school serving grades six to twelve. Questionnaires	The pre-service teachers were initially reluctant and needed trust in their capacity as future teachers to communicate with and relate to learners in an urban setting. Concerning making a protected space for marginalised youth, maybe generally significant is that the pre-service teacher members encountered the acknowledgement that not all learners come to class having a sense of security, where outside impacts, for example, tormenting and misuse, can have unfavourable effects on the learner's scholarly achievement.	No details available.
Bagci & Cihat, 2018. Turkey	Theoretical Education science	Investigates the Pre-service English teachers' acceptance of social media for teaching purposes. TPACK	To what extent do pre-service English teachers accept and use social networks for teaching purposes? To what extent do the acceptance and use of social networks vary depending on gender, age, daily time spent on social networks and whether they (students) have ever used social networks for teaching purposes?	One hundred and forty pre-service English teachers studying at two state universities in Istanbul and Sakarya in the academic year of 2017-2018 participated	English teachers' acceptance and use of social networks for teaching are high. Gender has no significant effect on the acceptance and use of social networks for teaching purposes.	Not available

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Van, Said & Mokhtar, 2020. Vietnam	Social sciences and humanities	Exploring Vietnamese pre-service EFL teachers' perspectives of experience challenges and ETP's outcomes in ESL Malaysia. Sociocultural theory, Vygotsky.	What are the relevant challenges for Vietnamese pre-service teachers (EFL) when implementing the teaching practicum in the ESL-Malaysian context? And how do you overcome it? 2. What are Vietnamese pre-service teachers' (EFL) perspectives of the teaching practicum in Malaysian outcomes?	Ten students enrolled in the School of Educational Studies of Universiti Teknologi Malaysia (UTM)	Vietnamese pre-service EFL teachers face several challenges when teaching practice in ESL Malaysia. These challenges are cross-culture shock, social-linguistic multi-accent, new curriculum & textbook, teaching pedagogy for diverse students, in-depth reflection, and multidimensional scales.	Not available
Merc, 2015, Turkey	Education	Documents the real experiences of a distance foreign language teacher trainee to present the actual teaching practice of distance foreign language teacher (DELT) candidates. Experiential learning theory.	No research questions- data from student teachers' experiences determines points to present and discuss.	Twenty-four-year-old female pre-service teacher enrolled in DELT programme. Students are given a 12-week teaching placement practice opportunity to practice teaching English. Open-ended questionnaires and semi-structured interviews.	Anxiety, assessment and evaluation via the e-portfolio system, challenges and concerns of distant learning, and views on microteaching practice are themes discovered from the trainee. Excessive Panic, feeling inadequate, and time management were challenges in microteaching. Satisfaction with assessment criteria. challenges were burnout, lack of resources, and not being familiar with some available resources (first time seeing whiteboard)	Four-year course. The First two years are face-to-face courses. The third year is a distance course, and the fourth is a distance course with a teaching practicum.

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Yilmaz & Orhan, 2010, Turkey.	Educational technology	<p>Researched whether the scholarly presentation and the fulfilment levels of the pre-service English teachers fluctuated concerning their learning approaches in a blended learning (BL) environment.</p> <p>Social cognitive theory.</p>	<p>Regarding pre-service English teachers learning approach, is there a significant difference in their achievement?</p> <p>Regarding pre-service English teachers' learning approach, is there a difference in their satisfaction with the BLE?</p>	<p>Fifty-three (forty-six females and seven males) students from the Department of Foreign Language Education. From Yıldız Technical University. None of the participants has ever participated in a web-learning environment or BLE.</p> <p>Questionnaire</p>	<p>There was no measurably critical contrast between the academic performance scores of the students' concerning their learning approaches. The students with profound and surface learning approaches had similar accomplishment levels in the BLE.</p>	<p>Four-year course. There is a 4-hour core course (Instructional Technology and Material Development) for undergraduate students in the fourth semester each year in the Educational Faculty.</p>
Filatov & Pill, 2015, Australia.	Teacher education	<p>Addresses the methodological and conceptual gap existing in current teacher efficacy research literature.</p> <p>Attribution theory.</p>	<p>What is the connection between learning experiences in a teacher education degree and the English teaching self-efficacy of pre-service teachers?</p>	<p>Five students, one completing a post-graduate Master of Teaching degree in secondary education and four completing Bachelor of Arts/Bachelor of Education combined degrees.</p> <p>Semi-structure interviews.</p>	<p>English teaching efficacy and learning experiences at university have a strong relationship. Pre-service teachers, in their preparation, identified numerous gaps; these were the reasons for having low self-efficacy for some aspects of English teaching. Lack of confidence in pre-service teachers results from a lack of training in content knowledge of English.</p>	<p>A four-year combined degree programme, Bachelor of Education and Bachelor of Arts. The fourth year is a practical teaching year.</p>

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Jamil, Downer & Pianta, 2012, United States	Teacher education	Addresses the gap existing in current comprehension of pre-service teachers' self-efficacy development. Interpretivism.	How much are pre-service teachers' watched student teaching, character, and convictions about how kids learn related to their degree of teacher self-efficacy supply of their teacher planning experience?	Five hundred and nine (417 females and 92 males) pre-service teachers. 68% were enrolled in a Five-year combined Bachelor/Master of Teaching programme, and 32% were enrolled in a three-year Master of Teaching programme. All were in the final year of the teacher preparation programme. Questionnaires and exit surveys.	Teacher self-efficacy is negatively associated with teachers' beliefs about children's development and how they learn. This means there was high confidence in teachers' ability to succeed in the classroom when pre-service teachers held more progressive, democratic beliefs about how children learn.	Coursework comprised education classes focused on general and content-specific teaching and assessment techniques and classroom management. Five-year Bachelor/Master of Teaching programme and a two-year Master of Teaching programme designed for those who want to pursue their teaching careers and already have an undergraduate degree.
Dinçer & Yeşilyurt, 2013, Turkey.	English language teaching.	Explores pre-service English teachers' impression of showing talking in Turkey, the significance they provide for this language expertise, and their self-assessment of their speaking competence. Interpretivism theory.	Is instruction on English speaking ability in the Turkish education system satisfactory?	Seven pre-service ELT students (four females and three males). The age range was 18 to 22. Three intrinsically motivated, two extrinsically motivated and two unmotivated students participated in speaking courses in preliminary and first classes of a Turkish university's ELT department. Interviews.	Teaching English-speaking skills was inadequate in the Turkish education system. There are insufficiencies generally identified with the training arrangement in Turkey. Absence of instructional practice exercises in formal instruction, severe educational programmes in elementary and secondary schools, conventional showing strategies, paper-based assessments, out-branch instructors, the guidance of similar themes, and minimal opportunity to speak.	No details available.

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Alwehaibi, 2012 Saudi Arabia.	Education	Suggests a programme for pre-service teachers to develop teaching skills for thinking in the English Department of the Faculty of Education. Pedagogical Content Knowledge.	What skills in teaching for thinking and the connected training practices should pre-service English language teachers have? What training programme is proposed for pre-service English language teachers to build up their skills in teaching for thinking?	Five fourth-year student teachers at a public secondary school in Riyadh were chosen to pilot- test.	The student-teachers utilised different systems and strategies that advanced their students' comprehension of the substance and upgraded their reasoning capacities. Such methodologies allowed students to participate in speculation measures and give insightful reactions. Interest in utilising an assortment of showing procedures and methods in their teaching of the diverse English language skills.	No details available.
Sevimel, & Subasi, 2018, Turkey.	Language teaching and learning	Explores factors affecting efficacy perceptions of pre-service teachers. Attribution theory.	What factors are affecting the efficacy of pre-service English language teachers?	A hundred and thirteen at a state university, majoring in ELT, completed the first part of teaching practicum in the previous semester. Teachers' Sense of Efficacy Scale (TSES), focus group interviews.	ELT education, affective states, perceived language proficiency, and practicum experiences affect pre-service teachers' efficacy. There is an inability to combine content and pedagogical knowledge in pre-service ELT teachers.	Four-year training programme in the English language. Methodology courses, English language skills, language teaching approaches, material design techniques, methods, testing, linguistics and translation, English literature courses, pedagogy courses taught in Turkish and general education, the practicum course (micro and macro teaching) and elective courses are offered.

Author, Year and Country	Field of Study	Focus and Theoretical Framework	Research Questions	Participants, Setting and Methods	Findings	How are pre-service English language teachers prepared?
Balbay, Pamuk, Temir, & Doğan, 2018, Turkey.	Language and linguistics	Investigates the shortcomings of teacher training policies in Turkish universities. Attribution theory.	What are the most widely recognised teacher training issues of teachers instructing at Turkish universities?	Nineteen instructors (seventeen female, two male). Twenty-five to forty-five was the age range. Interviews.	In most institutions in Turkey, there is a gap between the preparation programmes and the contextual needs of teachers. Specific projects are not held, and there is a predetermined number of professionals and publishers who, for the most part, give momentary preparation programmes. In addition, they are outsiders who do not teach in real classrooms.	No details were provided.
Aldemir& Er, 2012, Turkey and Japan.	Educational sciences	Defines the differences and similarities between Turkey and Japan in their English language teacher training systems. Pedagogical Content Knowledge.	No details available	Comparative education study	Candidates who want to be English language teachers in Turkey must take the Higher Education Entrance Exam, the main stage of the Central Examination System. They should take the Undergraduate Placement Test in the subsequent stage, which is a Foreign Language Test. In Japan, the test taken to become an English language teacher is equivalent to the different teaching fields. English Language Teachers in Turkey are generally the graduates of English language teaching undergraduate programmes opened inside the Faculties of Education	Four-year English language teaching undergraduate programmes in Turkey can take five years for those with preparation classes. Japan also has a four-year degree course; the undergraduate degree is sufficient for an English language teacher working in junior high school to have a top-notch endorsement. Teachers who need to be assigned to secondary schools must have a graduate degree.

Author, Year and Country	Field of Study	Focus and Theoretical Framework	Research Questions	Participants, Setting and Methods	Findings	How are pre-service English language teachers prepared?
Basal, 2015, Turkey.	Teacher education.	This paper gives an account of a study intended to pick up experiences into the view of pre-service English teachers on integrating a Learning Management System (LMS) into courses at a state university in Turkey. Interpretivism.	What are the possible advantages of coordinating a LMS into face-to-face courses in a ELT department? Do you figure it ought to be needed to utilise a LMS in face-to-face courses in your ELT department? Why or why not?	A hundred and twenty-two pre-service English teachers from the English language Teaching department of a state university in Turkey. Contextual Grammar and Teaching Language Skills were two courses they enrolled in. semi-structured interviews, questionnaires, and open-ended questions.	A LMS is a vital portion of face-to-face courses in English language teaching departments that may fill in as a correlative device and can be utilised as a helpful component. This framework may give pre-service English teachers more learning opportunities with emerging technologies.	No details available
Kosar, 2020, Turkey.	Education	Investigate the spot of the Erasmus+ programme (EP) in improving pre-service English teachers' (PSETs) professional development. Pedagogical Content Knowledge.	What are PSETs' assessments of their experiences in the EP? How much does joining the EP add to PSETs' professional development? How could the EP be improved to more likely serve planned PSET participants?	Twenty-eight (eighteen females and ten males) PSETs. Six members were fourth-year students, while the remaining were third-year students. Interviews	Even though taking an interest in the programme did not impressively upgrade their expert turn of events, it played a crucial function in improving their speaking skills, seen as especially noteworthy for PSETs. Setting less number of Turkish students in a similar host institution, preparing EP facilitators on the best way to help EP participants and broadening the quantity of the countries on the list to offer more options in contrast to candidates could improve the EP.	No details available

Author, Year and Country	Field of Study	Focus and Theoretical Framework	Research Questions	Participants, Setting and Methods	Findings	How are pre-service English language teachers prepared?
Shing & Seng, 2016, Malaysia.	Education	Investigates the needs of reticent pre-service English teachers to improve oral participation in English for Academic Purposes in classrooms to develop a remedial course to reduce reticent behaviour. Pedagogical Content Knowledge	What are the needs of reticent pre-service English teachers?	One hundred forty-four students from the Bachelor of Education (TESL) programme doing their first and second year at a Malaysian state university. Semi-structured interviews, group discussions, survey and questionnaire	The TESL students and EAP instructors desire a remedial course centre to improve reticent students' classroom oral cooperation 'competency'. In their view, the course should not only uncover the reticent students with important information about reticence and verbal participation but also incorporate practical skills to improve both.	No details available
Atar & Bagcı, 2020, Turkey.	Educational technology	Appoints the information searching and commitment strategies on the web of pre-service English teachers. Technological Pedagogical Content Knowledge.	What is the level of pre-service English teachers in information searching and commitment strategies on the web? Concerning gender, grade, daily internet use and using different sources, do the levels of the participants vary significantly? What are the views of pre-service English teachers on information searching strategies on the web?	A hundred and thirty-one (78 females and 53 males) pre-service teachers. Studying English language teaching at a university in Sakarya. Semi-structured interviews.	There is high level of competence, and they have a medium level of competence in 'technical properties and visuality' and 'utilizing a single source factor'. Concerning the impacts of the factors, daily web use and the sources used to get information have no considerable impact. Nevertheless, gender has been seen to significantly affect the 'checking formal and expert websites' factor, and grades have been seen to substantially affect 'checking formal and expert websites' and 'the appropriateness of the content for the goals' factors.	No details available

Appendix B: Inclusion and exclusion criteria

Inclusion Criteria:

- Scholarly works and grey literature linked to the preparation of pre-service teachers for teaching English First Additional Language teaching.
- Works published between 2010 and 2020 about English language teaching in the first additional language or English second language.
- Local and global, scholarly articles, thesis, books and book chapters.
- Literature that is in a multicultural setting.

Exclusion Criteria:

- Articles, books or writings published before 2010 and after 2020.
- English home language level, magazines, newspapers and social media, teachers' experiences, and homogenous contexts.
- Articles and books were classified and reserved accordingly for future use.

Specifications	Inclusion criteria	Exclusion criteria
Setting	Studies focus on pre-service teacher preparation for English FAL teaching and practicum in high schools and primary schools.	Studies that do not focus on pre-service teacher preparation for English FAL teaching.
Intercession	Studies that focus on any aspect of pre-service teacher preparation.	Studies that do not focus on any aspect of pre-service teacher preparation.
Outcome	<p>Studies should indicate how pre-service English FAL teachers are prepared.</p> <p>Studies indicate methodologies and approaches taken by higher education institutions to prepare pre-service teachers.</p>	<p>Studies that do not indicate how pre-service English FAL teachers are prepared.</p> <p>Studies that do not indicate methodologies and approaches taken by higher institutions to prepare pre-service teachers.</p>
Geographical context and publication	<p>International and South African Studies.</p> <p>Studies published between 2010 and 2020.</p>	Studies published before 2010.
Language	Studies published in English.	Studies published in non-English languages.

Appendix C: Quality assessment indicators

Item	Yes	No
Does the research method correspond with the study design?		
Are research questions aligned with the research method?		
Is there a specification of sampling procedures in the methodology?		
Is there a clear definition of control groups and subject selection?		
Are reliability measures indicated in the study with evidence?		
Is there a clear definition of the analysis approach?		
In the case of quantitative studies, is there a specification of statistical measure in data analysis?		
Are biases considered, and what measures prevent these from occurring?		
Is there enough justification for the relation between evidence and conclusion based on the presented results?		

Rating scale:

1	2	3	4	5	6	7	8	9	10
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Appendix D: Data extraction sheet

Data extraction No.	
Reference	
Source (Database, website etc.)	
Author and year	
Title	
Country	
Study design	
Objective	
Field	
Age, characteristics, gender, year of study- Sample population	
Quality assessment	



Miss Nomfundo Philile Nkala (220108401)
School Of Education
Edgewood

Dear Miss Nomfundo Philile Nkala,

Protocol reference number: 00008295

Project title: A systematic review of the literature of the preparation of pre-service teachers for English First Additional Language teaching

Exemption from Ethics Review

In response to your application received on _____, your school has indicated that the protocol has been granted **EXEMPTION FROM ETHICS REVIEW.**

Any alteration/s to the exempted research protocol, e.g., Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through an amendment/modification prior to its implementation. The original exemption number must be cited.

For any changes that could result in potential risk, an ethics application including the proposed amendments must be submitted to the relevant UKZN Research Ethics Committee. The original exemption number must be cited.

In case you have further queries, please quote the above reference number.

PLEASE NOTE:

Research data should be securely stored in the discipline/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours sincerely,



Dr Phumlani Erasmus Myende
Academic Leader Research
School Of Education

Postal Address: Private Bag X54001, Durban 4000

Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

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