Developing an EFL Teacher Education Program in Light of National and International Standards

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Abstract

Educational reform in Egypt focuses on several aspects among which is the teacher preparation program. Perpetual efforts attempt to internationalize teacher education. Education internationalization is a process through which national education reform may adopt or adapt some selected innovative international standards, competencies, and guidelines to upgrade education quality and competitiveness. In accordance with this trend, the present research paper suggests a program for preparing Egyptian EFL teachers' education in light of key national and international standards. The suggested program was developed in light of nine national and international referenced documents. The study recruited (96) EFL students from the Faculty of Education, October 6 University. The research project adopted the mixed research method. Document analysis technique, interview, questionnaire, and Delphi focus group technique were used to collect the targeted quantitative and qualitative data. Based on the document analysis, seven key EFL preparation curriculum standards were stated, and in light of which the proposed internationalized EFL teacher preparation program was developed. The proposed internationalized program was adopted by the Faculty of Education, October 6 University, Egypt.

مستخلص

تقدم الدراسة منهجًا مقترَحا ذى صبغة عالمية لإعداد معلمي اللغة الإنجليزية المصرين فى ضوء بعض المعايير والوطنية والدولية الحديثة. وقد اعتمد المنهج المقترع على تحليل تسع وثائق مرجعية وطنية ودولية. شارك فى الدراسة (96) طالبًا وطالبة تخصص اللغة الإنجليزية بكلية التربية جامعة 6 أكتوبر، وقد اعتمد مشروع البحث أسلوب البحث المختلط. حيث تم استخدام تقنية تحليل الوثائق والمقابلة والاستبيان وتقنية مجموعة التركيز لجمع البيانات الكمية والنوعية المستهدفة. بناءً على تحليل الوثائق ، تم تحديد سبعة معايير لبناء مناهج إعداد اللغة الإنجليزية وعلى أساسها تم تطوير المنهج الدولى المقترح. وقد تم اعتماده وتطبيقه –مع تعديل طفيف– بكلية التربية، جامعة 6 أكتوبر، مصر.

1. Introduction

The initial step in developing quality education is to elevate the quality of pre-service education or preparation. Pre-service teacher education programs are the first form of professional study that prepare individuals to complete to hold teaching as a profession. Nowadays, the internationalization of education is central to actualize quality education. The teacher education programs of all disciplines could be internationalized, yet the amount of curriculum internationalization varies from one major to another. EFL teacher education (EFLTE) could be one of the most appropriate teacher's education curricula for internationalization

since some of the content courses of EFLTE are of international roots namely; literature, linguistics, and culture. Most of these courses of the EFLTE are written and delivered in English and such Englishization facilitates the process of internationalization. According to Evangelia (2020), higher education institutions have placed growing importance on internationalizing their curricula over the past 10 years. That is to say, the more the teachers are qualified, the higher the learners' achievement is. Further, Borg (2018, p. 80) stated that "The quality of education that students receive is influenced by several factors, but key among these is the quality of their teachers." In addition, the quality of training of the pre-service teacher education programs impact teachers' practice, and career pledge (Eren & Tezel, 2010; Ebenezer, & Yost, 2010). Miclea (2003, p. 266) emphasizes that EFL curriculum courses offered in English could increase the competitiveness of students willing to enter the European and international labor market. They also attract more foreign students which is central to the internationalization of education.

Moreover, Egypt is keen to preserve mutual interaction with the English-speaking world. Therefore, the idea of global participation is explicitly stated in the Egyptian National Curriculum Framework for English as a Foreign Language. The Egyptian Ministry of Education stated in the Strategic Plan for Pre-University

Education Reform 2014–2030 that every child has an equal right to receive a quality education in accordance with international standards, thus allowing every child to participate effectively in the social and economic development of the country and to compete regionally and globally. Education Internationalization is relatively a new and unique concept in education in general and in foreign language teacher education programs in particular. Nowadays, Egyptian education has been witnessing a dramatic reform. The Egyptian educational reform is not limited to the digitalization of school curricula and assessments. The reform agenda targets the current Egyptian teacher education (ETE). Nationally, the driving force behind the ETE renovation should match the domestic reform visions and remedy the drawbacks of the existing ETE. Zein (2018, p.14) claimed that new English teacher education curricula should be extended beyond the delivery of subject content. English teacher preparation must qualify prospective English teachers to face the growing globalized future. Thus, examining EFL teacher preparation is important and timely. The present research project attempted to evaluate the current EFLTEP and suggest an internationalized EFLTEP. The internationalized EFLTEP seems to be an urgent course of action to guide the Egyptian reformers or policymakers.

1-1. Context of the problem

In a semi−structured interview, the researcher interviewed 26 EFL fourth−year students of the English language department, Faculty of Education, October 6 University. It was easy for the researcher, as a faculty member, to meet the students and to discuss with them the key aspects of the educational reform in Egypt and the concept of internationalization of education as well. Then, the interviewees were asked to answer orally the following question: To what extent could the current EFL Teacher Preparation Program (EFLTPP) meet the requirements of the concurrent education reform in Egypt? Before leaving, the interviewees were given a questionnaire of 13 items to evaluate the extent to which the current EFL Teacher Preparation Program (EFLTPP) meets the requirements of internationalized EFL teacher education program (see Appendix 1−1). Moreover, the Sustainable Development Strategy of Egypt Vision 2030 (SDS) stated that one of the challenges of Higher Education in Egypt is the poor foreign language proficiency of some teachers and students. Another challenge of the current programs is the inadequacy of graduates' skills compared with labor market requirements. The skills shown by graduates of higher education institutions in relation to the labor market's requirements are insufficient, as the result of the absence of ongoing revision of the curricula so as to keep pace with labor market demands. In addition, there is a

deficiency of funding student activities. This magnifies the need for training on the requirements of different job vacancies in various fields (SDS, p.207-208). The pilot findings revealed that the current EFLTPP does not meet the key national and international requirements for educational reform in Egypt.

2. Review of Literature

European governments have urged universities to establish internationalization strategies and have indicated that developing such strategies is a requirement for modern academia (Lueg, 2018, p.47). Accordingly, universities attempt to internationalize their curricula. For the process of internationalization of education programs to be fruitful, it requires to be monitored, assessed, and accredited by international assessment and accreditation agencies. This the quality of the teaching and learning processes are on the spot. It is necessary to implement international standards regarding quality assurance in higher education (José Sá & Sandro, 2020).

The internationalization of higher education is a process of integrating an international or intercultural aspect within the targeted national education system. Lee and Cai, (2018) stated that internationalization of higher education is to include international, intercultural, or global components into the delivery of postsecondary education has drawn increasing attention in the

last two decades. Internationalization is well-defined as the process of integrating an international dimension into the home curriculum in order to enhance the quality of education and research (De Wit, Hunter, Howard & Egron-Polak, 2015, p. 281). Green and Schoenberg (2006, p. iii) stated that the internationalization of curriculum is the "most important strategy institutions can use to ensure that all students acquire the knowledge, skills, and attitudes they will need as citizens and workers in a rapidly changing and globalized world." The kernel point is that the internationalization of education or rather the internationalization of curriculum is the catalyst of education reform in the countries welling to realize education competitiveness and accreditation recognition.

Advocates of internationalization of education mention that the key benefit of internationalization of education is preparing graduates who are internationally knowledgeable and cross-culturally sensitive (Tahira & Masha 2015). It is the internationalization of education that allows students to understand the connections between the local environment in which they live, and the global environment. For Kreber (2009), internationalization develops a sense of responsibility and civic integration. In light of such benefits, Hudzik (2015) calls for "comprehensive internationalization" that can infuse and integrate

international, global, and comparative content and perspective throughout the teaching, research, and service missions of higher education. This integration should be intentional institutional commitment. Such an extreme view concerning comprehensive internationalization evokes opponents to resist the internationalization of education. On the other hand, opponents of the internationalization of education argue that home culture and national identity are endangered (Eldik, 2011). Moreover, the loss of cultural identity is definitely the most significant risk factor attached to the process of internationalization.

Yamada (2018) evaluated how effectively an English as a Foreign Language (EFL) training program helps Japanese EFL teachers prepare for their future career. Interviews and surveys were used to collect data. Interviews were first carried out with Japanese teacher trainees enrolled in the program to identify concerns related to their EFL learning and teacher training. About 74% of the students felt they learned about people from diverse cultural and linguistic backgrounds through their English classes, and about 59% said that the materials were relevant to their daily experiences. Molstad and Karseth (2016) investigated the fundamental distinctions between content-based curricula and learning outcomes-based curricula and examined how learning outcomes are incorporated into written national curricula for

compulsory schooling in Norway and Finland. It was found that ILOs are integrated into both countries. The Norwegian reform neglects the distinction between matter and meaning by applying an outcome−oriented curriculum. Accordingly, teacher preparation programs should be renewed to match the current shift. Ping (2015) evaluated a preservice English teacher education in a Chinese university context. To evaluate the program, questionnaires and semi−structured interviews were used. The questionnaires were accomplished by 300 participants, 200 of whom were then randomly chosen as interviewees. The findings revealed that the program lacked opportunities for practice. In addition, as a good point, the student−teachers were allowed to decide on the content of some courses.

Based on the insights gained from the review of the pertinent literature, it could be concluded that questionnaires and interviews were the common tools for evaluating teacher preparation programs. Accordingly, the study benefited from coupling the techniques to evaluate the current EFL teacher curriculum targeted by the present study. While no signal research of the available previous studies used the mixed approach that mixes both quantitative and qualitative approaches, the study attempted to make good use of the mixed approach as a scientific research tool. Similarly, no previous research utilized the document

analysis method as a form of qualitative research. The content subject/language competency was the focal point of the previous research and the same for this study. All the evaluated programs showed more weak points than strong ones. The majority of the findings of the previous research go in line with the findings resulted from evaluating the current EFLTEP. More importantly, whereas program evaluation was just the main aim of the previous research, the current study evaluated the targeted program and developed a new curriculum based on both national and international standards. The current research project applied document analysis method which in Bowen's (2009, p.28) words "a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic".

Statement of the Problem

The current EFL teacher education program, October 6 University, is neither sufficient for meeting current national educational innovative requirements nor for coping with innovative international standards. Consequently, this research project attempted to develop an internationalized curriculum for EFL secondary school teacher education based on the integration of national and international standards.

Research Questions

The research attempted to answer the following questions:

1. To what extent is the current EFLTEP beneficial for EFL majors?

2. What are the basic features of the suggested internationalized EFL teacher education curriculum?

Aim of the Study

The aim of the study was to develop a new internationalized curriculum for Egyptian EFL teachers' education.

Significance of the Research Problem

The present research work meets one of the core requirements of the current Egyptian educational reform which is teachers' education curriculum. To the best knowledge of the researcher, the current research could be a pioneer project as it targeted the internationalization of Egyptian EFL teachers' education curriculum. The suggested internationalized EFL teachers' education curriculum depended on two national references (NARS, and SDS 2030) and seven international references (NCATE, ACTFL CAEP, APST, CETF, SDGs, and 21st Century Skills). The suggested internationalized EFL teachers' education curriculum could be an educational reform reference for the Egyptian policymakers.

Definitions of Terms

Education Internationalization

Procedurally, this research defines education internationalization as a process through which national education reform may adopt or adapt some selected new international standards, competencies, and guidelines to upgrade education quality and competitiveness.

Internationalized Curriculum

Procedurally, Internationalized Curriculum means adding some selected international standards, competencies, and guidelines to strengthen the national curriculum. Internationalized Curriculum was intentionally used in this study to stress the fact that Internationalized Curriculum supports nationalization. In contrast, International Curriculum means replacing the national curriculum with a new international one.

International References

In the current study, international references refer to the selected international publications or formal documents related to teacher preparation such as NCATE, ACTFL CAEP, APST, CETF, SDGs, and 21st Century Skills.

Foreign Language Program Standards

According to the American National Council for Accreditation of Teacher Education (NCATE), foreign language program

standards, refer to what a foreign language teacher must know and be able to do (NCATE, 2008, P.58).

Research Delimitations

The research findings should be realized in light of the selected integrated standards and competencies. The integrated standards and competencies were modified and restated to make good use of all the targeted references. Accordingly, not all the selected standards and competencies match all the references. The evaluation was limited to the EFL teachers' education curriculum of the Faculty of Education at October 6 university which is an identical version of that of the Faculty of Helwan University. EFL supervisors and teachers participating in the study were from the Giza General Directorate of Education.

3. Method

3.1. Research Participants

The participants in the research project were EFL fourth-year students enrolled in the English Language Teaching Department of the Faculty of Education at October 6 University, Egypt. All EFL fourth-year students 123 were invited to participate in the study. Responded students were 96 (78%) participants. Age, gender, and EFL proficiency level were disregarded.

3.2. Research Instruments and Material

EFL Majors' Interview

The interviewees (26 EFL majors) were asked to answer orally the following question: To what extent could the current EFL teacher preparation program (EFLTPP) meet the requirements of the concurrent education reform in Egypt? This measure was necessary for the pilot study to gain more insights to assure the deficiency of that the current EFL Teacher Preparation Program (EFLTPP).

$3.2.1.$ EFL Majors' Pilot Questionnaire

After finishing the interview session, the participants were given a questionnaire of 13 items targeting the extent to which the current EFL Teacher Preparation Program (EFLTPP) meets the requirements of internationalized EFL teacher education curriculum (Appendix $1-1$). Coupling the participants' oral responses to the questionnaire findings revealed that the current EFLTPP does not meet the key national and international requirements for educational reform in Egypt. This measure was a part of the pilot study.

$3.2.2.$ EFL Majors' Main Questionnaire

As a part of the main study, a questionnaire of 10 items targeting the extent to which the current EFL Teacher Preparation Program (EFLTPP) meets the requirements of internationalized EFL teacher education curriculum (see Appendix $1-2$). The questionnaire covered ten competencies. Namely, English

language communication, teaching EFL skills, digital instruction, digital assessment, national labor market requirements, international labor market requirements, practicing universal education, special needs instruction, refugees' instruction learners, and self-learning skills. Some items were taken from the pilot study questionnaire (Appendix 1-1). The questionnaire was sent to 7 EFL experts and proved valid. The correlation between the questionnaire (see Appendix 1-2) and the pilot study questionnaire (see Appendix 1-1) was r = 0.68.

3.2.3. EFL Experts' Standards Rating Sheet

The EFL Experts' Standards Rating Sheet was developed to evaluate the suggested internationalized Standards in terms of the Statement, Feasibility, Relevancy, Importance, and Sufficiency. The International Standards were rated using a three-grade scale namely; V. Good, Good and Poor. EFL experts (9) participated in the discussions guided by Delphi and Focus Group techniques admitted the validity of the Rating Sheet. Using the split technique indicated that the value of r = 0.91. Accordingly, the Rating Sheet was considered reliable (Appendix 2-1).

3.2.4. EFL Experts' ILOs Rating Sheet

The EFL Specialists' ILOs Rating Sheet was designed to evaluate the suggested internationalized ILOs in terms of their relevancy,

importance, and sufficiency. The International ILOs were rated using a three-grade scale namely; V. Good, Good and Poor. Nine EFL experts who participated in semi-structure discussions guided by Delphi and Focus Group techniques admitted the validity of the Rating Sheet. Using the split technique revealed that the value of r = 0.92. Accordingly, the Rating Sheet was considered reliable (see Appendix $2-2$).

$3.2.5$. EFL Experts' Courses Rating Sheet

The EFL Experts' Courses Rating Sheet was developed to evaluate the suggested internationalized Courses in terms of their relevancy, importance, sufficiency, and distribution. The International ILOs were rated using a three-grade scale namely; V. Good, Good and Poor. Nine EFL experts who participated in the discussions guided by Delphi and Focus Group techniques admitted the validity of the Rating Sheet. Using the split technique revealed that the value of r = 0.94. Accordingly, the Rating Sheet was considered reliable (see Appendix $2-3$).

$3.2.6$. EFL Experts' Curriculum Rating Sheet

The EFL Experts' Courses Rating Sheet was developed to evaluate the suggested internationalized Curriculum in terms of the National and International requirements. The Internationalized Curriculum was rated using a three-grade scale namely; V. Good, Good and Poor. Nine EFL experts who participated in the

discussions guided by Delphi and Focus Group techniques admitted the validity of the Rating Sheet. Using the split-half technique revealed that the value of r = 0.96. Thus, the Rating Sheet was considered reliable (see Appendix $2-4$).

$3.2.7.$ Documents of Reference Material

Document analysis included 2 national documents (Sustainable Development Strategy SDS and National Academic Reference Standards NARS) and 7 international documents (National Council for Accreditation of Teacher Education NCATE, American Council on the Teaching of Foreign Language ACTFL, Standards of the Council for Accreditation of Educator Preparation CAEP, the Australian Professional Standards for Teachers APST, Cambridge English Teaching Framework CETF, Sustainable Development Goals SDGs and 21st Century Skills).

$3.2.8.$ Research Approach

Atmowardoyo (2018, p.197) stated that "A careless procedure a researcher uses will result in invalid data, which in turn will result in unreliable and probably harmful findings and recommendations." The research method is a systematic procedure a researcher uses to solve the research problem or to answer the research questions. The research method controls research design, data collection, and data analysis. Accordingly, the present research project used the mixed approach, that is, the

mixture of both quantitative and qualitative approaches. A document analysis method is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning to an assessment topic (Bowen, 2009). Document analysis is a logical procedure for reviewing or evaluating printed or electronic documents. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008; Rapley, 2007).

3.2.9. Procedures

After the study tools were developed and the required documents were collected, the main study procedures started with collecting the targeted quantitative data using EFL majors' questionnaires. Then, document analysis included 2 national documents (Sustainable Development Strategy SDS and National Academic Reference Standards NARS) and 7 international documents (National Council for Accreditation of Teacher Education NCATE, American Council on the Teaching of Foreign Language ACTFL, Standards of the Council for Accreditation of Educator Preparation CAEP, the Australian Professional Standards for Teachers APST, Cambridge English Teaching Framework CETF, Sustainable Development Goals SDGs and 21st Century Skills).

Since document analysis represents the backbone of the suggested internationalized EFL teacher education curriculum, relevant standards and guidelines were first elicited from the targeted documents. While the first draft of the Selected National Standards involved 14 standards (see Appendix 12-1), the first version of the Selected International Standards contained 44 standards (see Appendix 12-2). Hence, the Integrated National and International Standards were 58 (see Appendix 12-3). Avoiding repetition and focusing on compatibility, the 58 integrated standards were reduced to be 24 standards. Another attempt was made to condense the selected compatible 24 standards. While some specific standards and guidelines were merged to be somewhat comprehensible to match standards formulation, very specific standards were translated to ILOs and course topics. The final Internationalized Standards list included 7 standards (see Appendix 12-5). Each standard was given a percentage weight as follows: Content Subject Knowledge and Skills (60%) Instructional Pedagogical Knowledge and Skills (10%) Psychological Pedagogical Knowledge (5%) Digitalized Knowledge and Skills (5%) Universal Educational Background Knowledge (5%) Cultural Knowledge (5%) and Teaching Practicum (10%). These percentages were suggested to be applicable to a program of 140 Credits. Finally, the

Internationalized Standards were sent to EFL experts to be evaluated (see Appendix 12-5).

In light of the Internationalized Standards, 70 courses were suggested covering English Linguistics, World Literature, Language Skills, Curricula, EFL Instruction, EFL Assessment, Psychology, Mental Health, Educational Technology, Digital Learning, Educational Management, Universal Education, National Culture, International Culture, In-Campus Teaching Practice and In-School Teaching Practice (see Appendix 12-15). Curricula courses were divided into 8 study levels along 4 academic years. Introductory and foundation courses were placed in the first and second levels. More specialized and practical courses were placed at higher levels. Guided by the suggested courses, 229 ILOs were stated. The stated ILOs covered 5 domains. Eighty ILOs were devoted to the knowledge domain (see Appendix 12-10). Seventy-nine ILOs were devoted to the intellectual domain (see Appendix 12-11). Sixty ILOs were devoted to the professional domain (see Appendix 12-12). Five ILOs were devoted to the general domain (see Appendix 12-13). Finally, five ILOs were devoted to the international domain (see Appendix 12-14).

4. Results and Discussio

4.1. Results of EFL Majors' Total Evaluation of the Current EFLTEP

Table 1

EFL Majors' Item Evaluation of the Current EFLTEP

N o	Items	Response Frequency					
		Agree		Uncertain		Disagree	
		n.	%	n.	%	n.	%
1	I am well-prepared to communicate in English language.	40	41.7	6	6.3	50	52
2	I am well-prepared to teach EFL skills effectively.	32	33.3	8	8.3	56	58.3
3	I am well-prepared to instruct digitally.	31	32.3	5	5.2	60	62.5
4	I am well-prepared to assess digitally learners' ILOs.	8	8.3	3	3.1	85	88.5
5	I am well-prepared for the national labor market.	17	17.7	3	3.1	76	79.1
6	I am well-prepared to for the international labor market.	15	15.6	12	12.5	69	71.9
7	I am well-prepared to practice the universal education.	8	8.3	9	9.4	79	82.3
8	I am well-prepared to instruct special needs learners.	15	15.6	0	0	81	84.3
9	I am well-prepared to instruct refugee learners.	12	12.5	4	4.2	80	83.3
10	I am well-prepared to instruct learners how to learn.	21	21.9	2	2.1	73	76
	Total (Max.96 × 10 = 960)	199	20.7%	52	5.4%	709	73.9%

Chart 1

EFL Majors' Item Evaluation of the Current EFLTEP
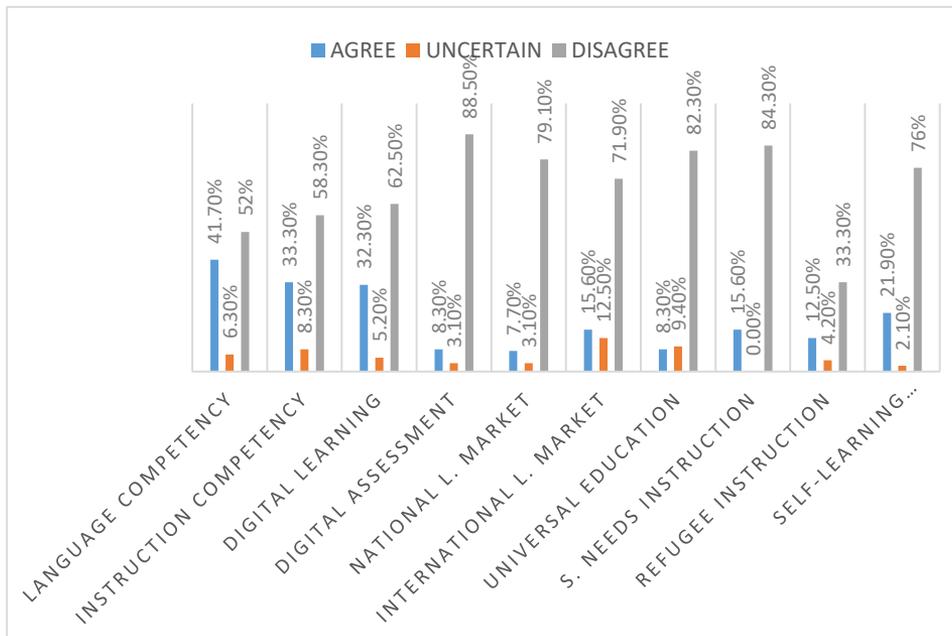
Table 1 and Chart 1 display that while agree frequency percentage of the first item was (41.7%), disagree frequency percentage was (52%). As for the second item, EFL Majors' responses indicated that agree frequency percentage was (33.3%) and disagree frequency percentage was (58.3%). As displayed, EFL Majors' responses to the third item revealed that agree frequency percentage was (32.3%) and disagree frequency percentage was (62.5%). As for the fourth item, EFL Majors' responses indicated that agree frequency percentage was (8.3%) and disagree frequency percentage was (88.5%). The fifth item showed that EFL Majors' agree frequency percentage was (7.7%)

and disagree frequency percentage was (79.1%). As for the sixth item, EFL Majors' responses indicated that agree frequency percentage was (15.6%) and disagree frequency percentage was (71.9%). Similarly, the seventh revealed that EFL Majors' agree frequency percentage was (8.3%) and disagree frequency percentage was (82.3%). As for the eighth item, EFL Majors' responses indicated that agree frequency percentage was (15.6%) and disagree frequency percentage was (84.3%). The ninth item showed that EFL Majors' agree frequency percentage was (12.5%) and disagree frequency percentage was (83.3%). Finally, the tenth item demonstrates that EFL Majors' agree frequency percentage was (21.9%) and disagree frequency percentage was (76%). Generally, while disagree percentages are ranging from (52%) to (88.5%), the agree percentages are between (8.3%) and (41.7%). Accordingly, it could be concluded that the current curriculum is ineffective in terms of the ten questionnaire items.

Table 2

EFL Majors' Total Evaluation of the Current EFLTEP

Response	Total Frequency and Percentages	
	Number	Percentage
Agree	199	20.7%
Uncertain	52	5.4%
Disagree	709	73.9%
Total (Max. 96 × 10 = 51)	960	100%

Chart 2

EFL Majors' Total Evaluation of the Current EFLTEP
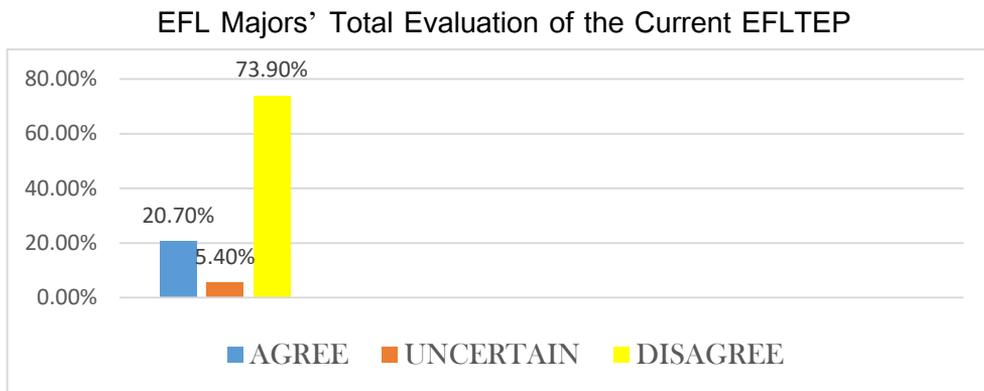
Table 2 and Chart 2 show that most of EFL majors (73.9%) were not satisfied with the effectiveness of the curriculum of the current preparation program in terms of the ten competencies underlying the questionnaire ten items. While the percentage of those who were satisfied with the current curriculum was (20.7%), the percentage of those who were uncertain was (5.4%). Based on these ratings, it could be concluded that the current curriculum is ineffective in terms of EFL ratings.

Coupling the results shown in Table 1 and Chart 1 to those displayed in Table 2, the answer of the first question: To what extent does the current EFLTEP satisfy EFL majors? The answer is that most of EFL majors (73.9%) were not satisfied with the effectiveness of the curriculum of the current preparation program in terms of the ten competencies underlying the questionnaire ten items.

4.2. Results of Document Analysis

4.2.1. First Document: Sustainable Development Strategy (SDS): Egypt Strategic Vision 2030

According to the SDS, technology represents the backbone of reforming education however Egypt is still far below the level of such developments (SDS, p. 171). In addition, quality and accreditation rules should "conform to global standards" and education has to "empower the learner with the requirements and skills of the 21st Century". Moreover, "curricula should be developed to cope with global developments and information updates and take into consideration the age of the learner and his biological and psychological needs to build up personality". Education should "contribute to the development of a proud, creative, responsible, and competitive citizen who accepts diversity and differences, and is proud of his country's history, and who is eager to build its future (SDS, p. 174).

In other words, according to the first objective of the SDS, educational reform in higher education should consider global accreditation and quality standards. The National Education Quality Assurance and Accreditation standards must be modified to comply with global standards. The second objective is responsible for providing high-quality educational services for all students. It is responsible for integrating people with minor

disabilities into schools and looking after talented and distinguished learners who need a supportive environment. The third objective is related to competitiveness tied to quality and availability of education in Egypt compared with other countries. This implies activating the dynamic relationship between the educational process and the labor market requirements through graduating students that are able to take hold of market opportunities (SDS, p.174–204). Moreover, university education requires much development in order to cope with the needs of the job market and produce graduates capable of facing competition nationally and internationally (SDS, p.172). SDS suggests some key elements for developing new programs to prepare teachers and qualify them to obtain technological qualifications to cope with the requirements of this era (SDS, p.184). Improving educational system quality to match international systems, effective technological and electronic forms for presenting knowledge and scientific research are required (SDS, p.204). In addition to the previously mentioned features, more relevant details are mentioned in the SDS document (see Appendix: 3).

4.2.2. Second Document: National Academic Reference Standards (NARS)

The current 51 NARS educational standards and ILOs are (Appendix: 4) are subject to be modified to comply with global

standards (SDS p.174), yet some of them are expected to remain in the modified NARS version. According to NARS, the educational and instructional components should be (15-25%), technology (5-7%), practicum (12-18%), cultural (3-7%), and content knowledge (43-57%). Apparently, the problem of NARS has related to the imbalanced weight that is given to each domain. In light of the mentioned NARS and those stated in Appendix (4) nine specific standards could be selected to be included in the final list of the internationalized EFLTEP.

4.2.3. Third Document: NCATE Standards

According to the American National Council for Accreditation of Teacher Education (NCATE), foreign language program standards, refer to what a foreign language teacher must know and be able to do. Foreign language teachers (FL) teachers demonstrate a high level of proficiency in the target language and seek opportunities to develop their proficiency. FL teachers understand the linguistic elements and changing nature of the target language. They recognize the similarities and differences between the target language and other languages. They modify foreign culture aspects in foreign language teaching and learning. FL teachers use literary and cultural texts to analyze the perspectives of target cultures over time. They understand language acquisition at various developmental levels and use this

knowledge to create supportive and meaningful classroom environments. FL teachers provide a range of learning opportunities to meet the needs of language learners' diversity. Teachers understand the goal areas and standards of Foreign Language Learning in the 21st Century and integrate them into planning and instruction. They use standards and curricular goals to evaluate, select, adapt, and design instructional materials. They conduct valid formative assessments to assess student performance. They report the results of the assessment to all stakeholders and adjust instruction accordingly. Foreign Language teachers engage in professional development opportunities and reflect on their practice. They know the value of foreign language learning and understand their roles as advocates for *language learning (NCATE, 2008, p.58).*

4.2.4. Fourth Document: ACTFL Standards

The American Council on the Teaching of Foreign Language (ACTFL) specifies six standards for foreign language teacher preparation: Language proficiency: Interpersonal, Interpretive, and Presentational. Cultures, Linguistics, Literatures, and Concepts from other Disciplines; Language Acquisition Theories and Knowledge of Students and Their Needs; Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources; Assessment of Languages and Cultures

– Impact on Student Learning; and Professional Development, Advocacy, and Ethics (p.2). Based on ACTFL and the detailed explanation in Appendix (6), six foreign language program standards were adopted to be included in the final version of the internationalized EFLTEP.

4.2.5. Fifth Document: CAEP Standards

According to the Council for Accreditation of Educator Preparation (CAEP), preparing foreign language teachers should meet the following five standards: Content and Pedagogical Knowledge; Clinical Partnerships and Practice; Candidate Quality, Recruitment, and Selectivity; Program Impact; and Provider Quality Assurance and Continuous Improvement (pp.1–3). Based on CAEP and the detailed explanation in Appendix (7), five standards for foreign language teachers were adopted to be included in the final version of the internationalized EFLTEP.

4.2.6. Sixth Document: Australian Professional Standards for Teachers (APST)

According to the Australian Professional Standards for Teachers (APST), preparing teachers should meet the following seven standards: Know student learnability; Know the content subject and how to teach it; Plan effective teaching and learning; Create supportive and safe learning environments; Assess student learning; Care about professional learning; and Cooperate

professionally with peers, parents and the community (p.4). Based on APST and the detailed explanation in Appendix (8), seven standards for foreign language teachers were adopted to be included in the final version of the internationalized EFLTEP.

4.2.7. Seventh Document: Cambridge English Teaching Framework (CETF)

Cambridge English Teaching Framework (CETF) suggests five standards for teaching the English language: Learning and the learner; Teaching, learning and assessment; Language ability; Language knowledge and awareness; and Professional development and values (pp.3-4). Based on CETF and the detailed explanation in Appendix (9), five standards for EFL teachers were reconsidered in the final version of the internationalized EFLTEP.

4.2.8. Eighth Document: 21st Century Skills for Students/Teachers

Educational reform should recognize the 21st Century Skills for Students/Teachers. The basic skills are: Communication and collaboration, Collaborate with Others and Critical thinking, Creativity, and innovation, and problem-solving. In addition, there are some features of education in the 21st century: Leadership and responsibility, productivity and accountability, social and cross-cultural skills, 21st Century assessment, problem-based

learning, project-based learning, game-based learning, technological literacy, media literacy, visual literacy, environmental literacy, health literacy, financial literacy, global awareness, civic literacy, information literacy, (pp. 2-12). In addition to the previously mentioned skills, there are further details in Appendix (10). Practically, not all the 21st Century skills could be recognized.

4.2.9. Ninth Document: Sustainable Development Goals (SDGs)

Sustainable Development Goals (SDGs) involves 17 goals: No Poverty, Zero Hunger, Good Health and Well-Being, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Reduced Inequalities, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life below Water, Protect Life on Land, Peace, Justice and Strong Institutions, and Partnerships for the Goals (p.6). Seemingly some of these goals could be realized as guidelines of education reform. In light of the mentioned goals and their relevant details shown in Appendix (11), recognition was given to the goals that are intrinsically relevant to education.

Based on the analysis of the previous national and international documents, 14 national standards (Appendix 12-1) and 44 international standards (Appendix 12-2) were stated. The Integrated National and International Standards were 58 (Appendix 12-3). Omitting repeated standards resulted in reducing the 58 integrated standards to be 24 standards (Appendix 12-4). Merging some standards and converting others to ILOs shortened the 24 standards to be 7 standards (Appendix 12-5).

Table 3

Internationalized Standards Compatibility Matrix

No	Internationalized Standards	Referenced Standards								
		SDS	NARS	NECATE	ACTFL	CEAP	APST	CETF	21st	SDGs
1	International Accreditation Standards.	√	√	×	×	×	×	×	×	√
2	Competing	√	×	×	×	×	×	×	×	×
3	Labor Market.	√	×	×	×	×	×	×	×	√
4	Cultural Knowledge	×	√	√	√	×	×	×	√	×
5	Pedagogical Skills.	×	√	×	√	×	√	√	×	×
6	Content Subjects.	×	√	√	√	√	√	√	×	√
7	Psychological Knowledge.	√	×	√	×	×	√	√	×	×
8	Research Skills.	×	√	×	×	×	×	×	×	×
9	Community Service.	×	√	×	×	×	×	×	×	×
10	Quality Education.	√	√	×	×	×	×	×	×	×
11	Language Acquisition Theories.	×	×	√	√	×	×	×	×	×
12	21st Century skills.	×	×	√	×	×	×	×	×	√
13	Language & Cultures Assessments	×	√	√	√	×	√	√	×	×
14	Clinical Partnerships and Practicum.	×	×	×	×	√	×	×	×	×
15	Candidate Quality and Selectivity.	×	×	×	×	√	×	×	×	×
16	Quality Provider	×	×	×	×	√	×	×	×	×
17	Supportive Learning Environments.	×	×	×	×	×	√	×	×	×
18	Cooperate Professionally.	×	×	×	×	×	√	√	√	×
19	Critical thinking.	×	×	×	×	×	×	×	√	×
20	Creativity.	×	×	×	×	×	×	×	√	×
21	Leadership and Responsibility.	×	×	×	×	×	×	×	√	×
22	Technological Literacy.	√	√	×	×	×	×	×	√	×
23	Environmental Literacy.	×	×	×	×	×	×	×	√	×
24	Global Awareness.	×	×	×	×	×	×	×	√	×

Table 3 shows the compatibility of the Internationalized Standards to the national and international 9 referenced standards. As displayed in the matrix, the Internationalized Standards are compatible to the 9 referenced standards. This result assures that Internationalized Standards meet the national and international standards.

Table 4

Internationalized Standards Ranking

No	Standards	Compatibility Frequency		
		n.	%	Rank
1	International Accreditation Standards.	3	33.3	4
2	Competing	1	11.1	6
3	Labor Market.	2	22.2	5
4	Cultural Knowledge	4	44.4	3
5	Pedagogical Skills.	4	44.4	3
6	Content Subjects.	7	77.8	1
7	Psychological Knowledge.	4	44.4	3
8	Research Skills.	4	44.4	3
9	Community Service.	1	11.1	6
10	Quality Education.	1	11.1	6
11	Language Acquisition Theories.	2	22.2	5
12	21st Century skills.	2	22.2	5
13	Language & Cultures Assessments	5	55.6	2
14	Clinical Partnerships and Practicum.	1	11.1	6
15	Candidate Quality and Selectivity.	1	11.1	6
16	Provider Quality	1	11.1	6
17	Supportive Learning Environments.	1	11.1	6
18	Cooperate Professionally.	3	33.3	4
19	Critical Thinking.	1	11.1	6
20	Creativity.	1	11.1	6
21	Leadership and Responsibility.	1	11.1	6
22	Technological Literacy.	3	33.3	4
23	Environmental Literacy.	1	11.1	6
24	Global Awareness.	1	11.1	6

Table 4 shows that twelve standards namely; Competing Nationally and Internationally, Community Service, Quality Education, Practicum, Candidate Quality, Provider Quality, Supportive Learning Environments, Critical Thinking, Creativity, Leadership, Environmental Literacy and Global Awareness gained compatibility percentage (11.1%) to occupy the sixth rank. Three standards namely; National and International Labor Market., Language Acquisition Theories and 21st Century skills gained compatibility percentage (22.2%) to be placed in the fifth rank. Three standards namely; International Accreditation Standards, Cooperate Professionally and Technological Literacy gained compatibility percentage (33.3%) to be placed in the fourth rank. Four standards namely; Cultural Knowledge, Pedagogical Skills, Psychological Knowledge and Research Skills gained compatibility percentage (44.4%) to be placed in the third rank. One standard namely; Language and culture Assessment gained compatibility percentage (55.6%) to be placed in the second rank. One standard namely; Content Subjects gained compatibility percentage (77.8%) to be placed in the first rank. Based on these results, it could be concluded that the Internationalized Standards stress the importance of content subject or EFL competency. Similarly, EFL assessments should focus on language and culture. The rest of the standards gained moderate or low

compatibility percentages. Accordingly, most of these standards were merged and restated to match more referenced standards. To increase the compatibility percentages, the 24 standards were restated to be 7 standards.

Table 5

Credits, Courses and Percentage of the Internationalized Standards

No.	Internationalized Standards	Credits	Courses	%
1	Content Subject Knowledge and Skills	84	42	60%
2	Instructional Pedagogical Knowledge and Skills	14	7	10%
3	Psychological Pedagogical Knowledge	7	4	5%
4	Digitalized Knowledge and Skills	7	4	5%
5	Universal Educational Background Knowledge	7	4	5%
6	World Cultural Knowledge	7	5	5%
7	Teaching Practicum	14	4	10%
	Total	140	70	100%

Table 5 displays the Content Subject Knowledge and Skills standard was given 84 credits, 42 courses and weight percentage 60%. Instructional Pedagogical Knowledge and Skills standard was given 14 credits, 7 courses and weight percentage 10%. Psychological Pedagogical Knowledge standard was given 7 credits, 4 courses and weight percentage 5%. Digitalized Knowledge and Skills standard was given 7 credits, 4 courses

and weight percentage 5%. Universal Educational Background Knowledge standard gained 7 credits, 4 courses and weight percentage 5%. World Cultural Knowledge standard gained 7 credits, 4 courses and weight percentage 5%. Teaching Practicum standard gained 14 credits, 4 courses and weight percentage 10%. Such results are in line with Graves (2009) who suggests a framework for curriculum planning for Second Language Teaching Education (SLTE) that focuses on: who will be taught [learning], what will be taught [content subject], how it will be taught [teaching/instruction] and how what is learned will be evaluated [assessment]. In Chinese, Ping (2015) mentions the Chinese EFL teacher education curriculum includes compulsory courses such as General English, Advanced General English, English Grammar, English Listening, English Speaking, English writing, Translation, Extensive Reading, English Listening, British Culture and Society, British and American Literature, Psychology, Basic Principles of Education, English Teaching Methodology, Testing, and Concise Linguistics. In addition to a three-month practicum in 20 local schools in the final year of the program.

Table 6

ILOs of the Internationalized Curriculum

Domains	Knowledge	Professional	Intellectual	General	International	Total ILOs
ILOs	80	60	79	5	5	229

Table 6 displays that the total curriculum ILOs are 229. ILOs were stated. Knowledge domain gained 80 ILOs. Professional domain was given 60 ILOs. Intellectual domain was given 79 ILOs. General domain was given 5 ILOs. Finally, the international domain was given 5 ILOs. Guided by these ILOs, the suggested Internationalized Program for Egyptian Secondary School EFL Teachers' Education was tailored.

Table 7

EFL Experts' Evaluation of the Internationalized Standards (Total)

Ratings	Total Frequency and Percentages	
	Number	Percentage
V. Good	97	84.3%
Good	15	13.1%
Poor	3	2.6%
Total	115	100%

Table 7 shows that most of EFL experts (84.3%) considered the Internationalized Standards were very good and the same experts considered the same the standards as good (13.1%). The Internationalized Standards were estimated as poor based on the percentage of estimation (2.6%). In light of EFL experts' estimations, it could be concluded that the Internationalized Standards are well–stated, feasible, relevant, important and sufficient.

Table 8

EFL Experts' Evaluation of the Internationalized EFLTEP ILOs

No	Evaluation Areas	Rate Frequency					
		Very Good		Good		Poor	
		n.	%	n.	%	n.	%
1	Relevancy of ILOs	15	88.2	2	3.9	0	0
2	Importance of ILOs	15	88.2	2	3.9	0	0
3	Sufficiency of ILOs	14	82.4	2	3.9	1	1.9
	Total Frequency (Max.17 × 3 = 51)	44	86.3%	6	11.8%	1	1.9%

Table 8 illustrates that the ILOs of the EFLTEP proved relevant as they were estimated very good (88.2%) and good (3.9%). No percentage was given to poor (0%). Moreover, the ILOs of the EFLTEP were considered important where the very good percentage was (88.2%) and good was (3.9%). No poor percentage (0%) was given. While the ILOs of the EFLTEP proved sufficient since the very good percentage was (82.4%) and good was (3.9%), the poor percentage was (2.6%). Based on the EFL experts' estimations, it could be concluded that the ILOs of the EFLTEP are relevant, important and sufficient.

Table 9

EFL Experts' Evaluation of the Internationalized EFLTEP Courses

No	Evaluation Areas	Rate Frequency					
		Very Good		Good		Poor	
		n.	%	n.	%	n.	%
1	Relevancy of Courses	16	94.1	1	5.9	0	0
2	Importance of Courses	15	88.2	2	11.8	0	0
3	Sufficiency of Courses	13	76.5	4	23.5	0	0

| 4 | Distribution of Courses | 14 | 82.4 | 2 | 11.8 | 1 | 5.9 |
| **Total Frequency (Max.**$17 \times 4 = 68$**)** | | 58 | 85.3% | 9 | 13.2% | 1 | 1.5% |

Table 9 shows that the courses of the EFLTEP proved relevant as they were estimated very good (94.1%) and good (5.9%). No percentage was given to poor (0%). Likewise, the courses of the EFLTEP were considered important where the very good percentage was (88.2%) and good was (11.8%). No percentage was given to poor (0%). The courses of the EFLTEP proved sufficient since the very good percentage was (76.5%) and good was (23.5%). No percentage was given to poor (0%). The courses of the EFLTEP were well-distributed since the very good percentage was (82.4%) and good was (11.8%). Poor estimation percentage was (5.9%). Based on the EFL experts' estimations, it could be decided that the courses of the EFLTEP are relevant, important, sufficient, well-distributed.

Table 10

EFL Experts' Evaluation of the Whole Internationalized EFLTEP

| No | Evaluation Areas | Rate Frequency | | | | | |
| | | Very Good | | Good | | Poor | |
		n.	%	n.	%	n.	%
1	National Requirements	17	100	0	0	0	0
2	International Requirements	13	76.5	4	23.5	0	0
	Total Frequency (Max.$17 \times 2 = 34$)	30	85.3%	4	13.2%	0	0%

Table 10 shows that the Internationalized EFLTEP as a whole met the national requirements of the educational reform in Egypt where the V. Good percentage was (100%). Further, the curriculum matched the international requirements since the V. Good percentage was (76.5%) and the Good percentage was (23.5%). No Poor ratings were given. Based on the EFL experts' estimations, it could be concluded that the Internationalized EFLTEP as a whole met the national and international requirements.

Table 11

EFL Experts' Evaluation of the Internationalized Standards (Items)

No	Evaluation Areas	Evaluation Rate Frequency					
		Very Good		Good		Poor	
		n.	%	n.	%	n.	%
1	Standards Statement (Max.17)	14	82.3	2	11.8	1	5.9
2	Standards Feasibility (Max.17)	15	88.2	2	11.8	0	0
3	Standards Relevancy (Max.17)	12	70.5	5	29.4	0	0
4	Standards Importance (Max.17)	13	76.5	4	23.5	0	0
5	Standards Sufficiency (Max.17)	13	76.5	2	11.8	2	11.8
	Total Frequency (Max.17 × 5 = 115)	97	84.4%	15	13%	3	2.6%

Table 11 displays that while the statement of Internationalized Standards was very good (82.3%) and the same item was rated as good (11.8%), the statement of Internationalized Standards

was considered poor (5.9%). Accordingly, the Internationalized Standards were well–stated in light of EFL Experts' ratings. In addition, the Internationalized Standards were seen feasible (V. Good =88.2%) and (Good =11.8%) as rated by EFL experts. No poor rating was given (0%). Similarly, the Internationalized Standards were relevant (V. Good =70.5%) and (Good =29.4%) as rated by EFL experts. No poor rating was mentioned (0%). Likewise, the Internationalized Standards were estimated important (V. Good =70.5%) and (Good =29.4%) as rated by EFL experts. No poor rating was recognized (0%). Whereas the Internationalized Standards were estimated as sufficient (Very Good =76.5%), (Good =11.8%) and only (3.6%) of the estimation was poor. Coupling the qualitative results in Tables (3, 4 and 5) to the quantitative results shown in Tables (6, 7, 8, 9, 10 and 11) answers the second question: What are the basic features of the suggested internationalized EFLTEP? The results illustrated the national and international standards of EFL teachers' education curriculum, the weights of each standard, curriculum courses, curriculum ILOs and the courses to be taught at each level of study. All these features and the other detailed features in Appendix (12) paved the way for suggesting the internationalized program for Egyptian secondary school EFL teachers' education.

5. Conclusion and Implication

Firstly, this research found that the current EFL majors were not satisfied with the current teacher education curriculum offered by the Faculty of Education at October 6 University, which is similar to the other programs offered at many Egyptian faculties of education. This result was expected since almost all EFL teacher education curricula were developed to meet national requirements of past times which differ greatly from the requirements of the present digital and internationalized age. In this concern, Zein (2018, p.14) argued that new English teacher education curricula must enable prospective English language teachers to face an unknown and increasingly globalized future. This finding is consistent with the findings of the evaluative studies carried out by Yamada (2018), Molstad and Karseth (2016), Ping (2015). Coskun & Daloglu and Peacock (2009). Secondly, EFL experts approved the suggested internationalized EFL teacher education curriculum. Such an approval may be rendered to the systematic procedures of designing the suggested program. The suggested program based on document analyses of 9 national and international references such as the Sustainable Development Strategy (SDS), National Academic Reference Standards (NARS), American Council on the Teaching of Foreign Language (ACTFL), National Council for Accreditation of Teacher Education

(NCATE), the Standards of the Council for Accreditation of Educator Preparation CAEP, the Australian Professional Standards for Teachers (APST), Cambridge English Teaching Framework (CETF), Sustainable Development Goals (SDGs) and 21st Century Skills. Accordingly, the suggested internationalized program for Egyptian secondary school EFL teachers' education is ready to be recognized by the Egyptian authorities for modifications and implementation. Finally, it is recommended to carry out the same research project on a large scale or to be sent to all Egyptian Faculties of Education for more modifications or adaptation.

The internationalization of higher education is growing rapidly, and many publications highlighted the importance of this procedure. The current teacher education curricula (TEC) has been targeted by the Egyptian reform agenda. One possible way to reform the current TEC is to be reshaped to meet the national and international requirements. Thus, this research project attempted to evaluate the current EFL teacher education curricula and to suggest an internationalized program for Egyptian secondary school EFL teachers' education. The findings revealed that EFL majors were not satisfied with the current teacher education curriculum offered by the Faculty of Education at October 6 University. Additionally, it was revealed that the current EFLTEP

was neither tuned to the requirements of the national educational innovations nor to the key international standards. For developing the suggested EFL teacher education curriculum, nine recognized referenced documents were analyzed to elicit the national and the internationalized standards against which the suggested internationalized EFL teacher education curriculum was developed. More importantly, the suggested internationalized EFL teacher education curriculum was approved by the majority of EFL experts. The proposed internationalized curriculum was adopted by the Faculty of Education, October 6 University, Egypt (see Appendix12).

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