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**Analyzing the Historical Evolution and Trends of Language Teacher Development:
 A Thematic Review**

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Abstract

Language teacher development (LTD) is an indispensable facet of language teacher professional development. Language teaching is enhanced through the development of language teachers. Teacher development is a crucial part of effective language teaching. This paper critically analyses the historical evolution and trends of language teacher development utilizing the thematic review as a key research method. I reviewed the papers systematically with the help of Google scholar database on teacher development focusing on the evolution and practices in teacher education. I found that the scope of teacher education is not as much focused as of language teaching, though teacher education is one important facet of language teaching and professional growth of a language teacher. Additionally, this research revealed that the study of historical evolution of TD received no or very little attention by the researchers. Despite the rich history and the trends of teacher development, it is not well-documented. This present study attempted to fill some of its gaps directing the further researchers to explore more on language teacher development in general and language teacher evolution in particular.

Keywords: teacher development, apprenticeship, reflective parasites, shifts, evolution

Introduction

Language teaching and teacher education are two different but interrelated dimensions of language education. Teacher education programs began with language teaching. Language teaching is an art of presenting the language contents among the students in the classrooms with various activities while the teacher education is developing the teachers' capacity to effectively present those contents in the language classroom. They have parallel status in language teaching and learning, however, it is to be noted that the scope teacher education has not received the same level of attention of applied linguists and teacher educators

especially in the shift and evolution and shifts of language teacher education. This paper is an attempt to prepare a well-documented historical shifts and evolution related to language teacher education.

Primarily, there are two modes on (language) teacher education; a) training and, b) development. The first one is related to developing competencies in language teaching by attending formal seminars and workshops. Such seminars and workshops are designed to disseminate structured knowledge content knowledge and pedagogical skills by the expert. Fundamentally, trainings are based on top-down approach and are more focused on 'product' rather than on 'process' in teacher education (Head & Taylor, 1997). Trainings are short-term activities which are meant for distributing certificates at the end. In contrast, teacher development is a holistic and ongoing process that emphasizes the continuous professional growth of language teachers (Korthagen, 2004). This approach fosters long-term reflection and improvement, moving beyond simply acquiring skills.

It is crucial for a language teacher to develop professionalism through teacher education. Unlike language teaching, which has seen relatively rapid evolution, teacher education has experienced a more gradual and complex development (Freeman, 2002). Teacher education cannot be separated from language teaching. The field of language teacher education is found evolutionary. This field has experienced different shifts in its evolution and development. As Crandall (2000) observes that there are four major shifts in teacher education. First, there is a shift of traditional transmission of knowledge where teachers are the passive recipients of transmitted knowledge to more constructivist teacher education where the teachers are the active participants in the learning. Second, shift in transforming the theoretical knowledge in practice enabling pre-service teachers to understand the realities of the classrooms and apply the knowledge into practice. The third shift is realized from the replication of practice to self-observation and reflection and the fourth is directing teachers for collaboration, teacher research and inquiry for their professional development rather than from attending the typical short-term workshop or training program. Therefore, it is to be noted that the views on teacher education entirely been shifted over time, from traditional top-down approach, focusing on receiving formal knowledge and skills to bottom approach which acknowledges the role of self-learning and collaborative practice.

Recently, however, teacher education has been a critical issue and has been received the growing attention and has been the subject of attention of applied linguists and language educators in teaching a second language. Different theories have been put forward in teacher education. Language teaching theories have directly impacted the teacher education evolution and development. Cognitive theory of teacher education highlights the teachers' cognition to adjust their practices in teaching. According to Borg (2003) cognitive theory emphasizes reflective practice to promote critical thinking and decision-making among the language teachers. Similarly, sociocultural theory rooted in Vygotsky's work emphasized the importance of social interaction and cultural context in learning. Teacher education programs incorporate collaborative environment where teachers engage in discussion and practices for better learning outcomes in the classroom. Next theory is Donald Schon's theory of

reflective practice which highlights the importance of reflecting on their own teaching to improve the teaching skills. Likewise, post method pedagogy suggests that there is no single “best” method for language teaching. Instead, teachers should draw from various methods based on student needs and teaching context, promoting adaptability and flexibility (Kumaravadivelu, 2006). This theory expects the diverse creative skills of the language teachers that they need to develop of effective language teaching. According to Wallace (1995, as cited in Carndall, 2000), three models of TD have historically been applied in different stages of teacher development. They are generally understood as the apprenticeship model, the applied science model and the reflective model. These mark the changing concept of teacher development. Apprenticeship model is the oldest form of TD where teachers learn to teach through direct observation, short-terms training courses, workshops, and conferences by an expert through prescribed model and the teachers the practice pedagogic strategies in the language classroom. This training is fundamentally useful for novice teachers. In applied science model, the teachers apply the theoretical knowledge and skills resulting from the research is practiced in classroom context. This is also called theory and practice made. Such TD programs are basically useful for pre-service teachers who are graduating from the universities. Peer coaching and micro-teaching are some examples of applied science model. This model is grounded on theory vs. practice distinction. The reflective model of TD is a cyclical approach of teacher continuous improvement and development of teachers. In this model teachers the opportunity to self-regulate their teaching where they plan, implement the strategies and reflect upon the own strategies that has just been implemented in the classes. Teachers find strengths and weakness of their teaching through self-awareness in reflective model of teacher development. These reflective practices are meant for improvement.

This paper discusses the three main themes on the evolution of teacher development: 1) Evolution of Language Teacher Development, 2) History of Teacher Development in Nepal, 3) Major Trends in Teacher Development. This study mainly focuses on the research question: What were the major events and trends in teacher development in general and language teacher development in particular?

Methodology

Utilizing thematic reviews of recent articles available on teacher education, this paper examines the evolution of language teacher education with key trends over time. This study follows the narrative review research (Syandar, 2019) and utilizes the semi-systematic literature review. To find the relevant literature, key words such as “teacher education”, “development”, “history”, “World” & “Nepal” had been utilized in order to search information from various journal available in Google Scholar database. Using these key words and selecting the publication years between 2018 to 2024, the researcher selected 11 relevant articles from the total of 1010, systematically through screening process. The reason behind the selection of 11 peer reviewed articles was due to the current issue, quality, and appropriateness to the research question. The researcher employed thematic reviews because they are effective for synthesizing and analyzing various studies, highlighting recurring themes and patterns with in the field of language teacher education (Braun & Clarke, 2006).

This method involves the thematic analysis of existing literature, case studies, and descriptive understanding of how language teacher education has progressed and the emerging trends within it. In addition, this paper explores the underlying philosophies and methodologies attached with them.

Results and Discussion

Evolution of Teacher Education Around the World

The critical review of literature on language teacher education state that teacher education programs formally began with increasing importance of English as a dominant global lingua franca especially after the World War II. This significant point in the history formally paved the way for the proficient language teachers to teach English as a second or foreign language globally as America was rising as a global superpower. However, some earlier incidents were equally important in the evolution and development of language education programs. The first initiative was accounted with the establishment of Royal Society of Arts in Britain in 1754. Although this society was born the primary aim of promoting arts and commerce, it played significant role in the development of educational certification especially in the nineteenth century (Ball, 2003). This certification shaped the later formalization of teacher education (Goodson, 2003). It remained as the key event in development of teacher education. No formal agencies for teacher development were recognized in the nineteenth century, nevertheless, the English language was spreading as second language globally due to the expansion of British Empire underscoring the necessity of English language teaching and teacher education. During the time, the teacher learned translation practices form senior and experienced teachers informally at home as the Grammar Translation method was dominant method of teaching a foreign language in the 19th century. Grammar translation method emphasized memorizing grammar rules and vocabulary in a foreign language learning.

The formalization of language teacher began with late 19th century and beginning of the 20th century. The formation of Modern Language Education (MLE) in 1884 marked the beginning point in the development of teacher education. The rise in the number of English language instruction schools resulted in an increased demand for English as a Foreign Language (EFL) teachers, necessitating the development of professional collaboration to improve teaching quality (Howatt, 2004). Next corner stone for teacher development is formation of Linguistics Society of Second Language in America. Founded in 1924, it played the crucial role in second language teaching and language teacher development. It organized seminars and provided training to the second language teachers. Similarly, the establishment of British Council in 1934 in Britain added another brick to developing various teaching materials and providing trainings to foreign language teachers. It played a crucial role in spreading English through educational programs and methodology in Britain.

Teacher education, however, began to take a more structured form following World

War II, as English emerged as a global lingua Franca. English became the dominant language for international communication, which spurred its widespread adoption across the globe (Graddol, 2006). The rise of globalization further facilitated the expansion of English to non-English speaking countries, leading to a sharp increase in the number of English language learners (Crystal, 2003). The influential structural applied linguists like Robert Lado, Zellig Harris, Bloomfield and J. L. Austin contributed significantly in the development of contrastive analysis and teaching methodologies in the early development of applied linguistics in mid twenty centuries. Professional organizations such as British Council and Cambridge Assessment began to appear offering courses, exams and certification for English language learners and teachers to the non-native speakers of English in 1950's. Furthermore, the beginning in researches in applied linguistics opened the new way for the development of language teaching and teacher education. Another key take way in the development of language teaching and language teacher professional development was the establishment of The International Association of Applied Linguistics in 1964. It facilitated the growth of applied linguistics by organizing conferences, publishing academic research, and fostering global collaboration among language educators. Its conferences had been crucial for the exchange of knowledge between scholars, policymakers, and language educators.

With the global expansion and rapid internalization of English in non-English speaking countries, there was the growing demand of English teachers to teach English to the speakers of other languages. To succeed, English language proficiency was fundamental because English had been made the dominant international language for trade, diplomacy, science and academic. This increasing demand of English instruction resulted in the establishment of professional organizations such as Teaching English to Speakers of Other Languages- TESOL with the early advocacy of Charles Ferguson, a prominent applied linguist laid the foundation for the growth and formalization of TESOL in the USA. Founded in 1966, TESOL provided structured teacher education programs globally that emphasized the importance of linguistic accuracy and drill-based learning. The important contribution of TESOL was that it distributed certificates to the second language teacher and it has remained as a world reputed ideal institution for training teacher training to the speakers of other language and certification. We can observe the different paradigm shifts in TESOL. Developing professional TD trends in TESOL, however, at present is contexts support activities that go beyond courses, seminars, and workshops directed toward a generic cohort of teachers. It is becoming more common for contemporary TDPs to include some kind of critical engagement with teachers' own practices (Crandall, 2000).

Similarly, IATEFL (International Association of Teachers of English as a Foreign Language) in Britain, on the other hand, is another global professional organization for English language teachers and educators the English language teachers around the world. It can be said that, this organization was concurrently founded in 1967 in the United Kingdom with TESOL in the United States in 1966. Following its establishment, the first IATEFL first conference was held at University of Edinburgh in Scotland in 1968. This international conference was small, though it remained a landmark attempt in setting for the organization future. Only the teachers from the European English speaking countries participated in the

first conference. However, by 1980's and 1990's the IATEFL became increasingly international where the participants from countries across Europe, Asia, Africa and America began to participate the conference. British applied linguist Donald McIntyre is often credited for the establishment of IATEFL. It was founded to address the global demand of English language after World War II. After its establishment, it organized conferences, workshop and training sessions to teachers to share their best practices and teaching strategies which played significant roles in formalizing the field of language teacher education (Richards & Rodgers, 2014). Its foundation marked pivotal movement in the professionalization of the language teachers. Hence, these two formal associations were instrumental and cornerstones in the development of foreign language teaching and teacher trainings across the world.

It is important to note that the language trainers and instructors provided structured content in formal setting to facilitate audio-lingual since audiolingual was gaining its popularity during the 1960's. Initially, the modality of teacher training structured based on top-down approach focusing on pronunciation, listening and speaking. Teachers were encouraged to demonstrate native-like language competence in the classes. The program contents used to be designed accordingly. But now the situation of teaching has been transformed completely. The focus of teacher education is on preparing the teachers for 21st century; aiming to incorporate the issue of inclusivity, multilingualism and technology in language education. It is significant to note that foundation of TESOL and IAFEL led to the establishment different professional association and networks globally to support language educators and promote best practices in language teaching.

Teacher Development in Nepal

Nepal also has experienced a long history of teacher development. The band of education to common people was lifted with establishment of democracy in 1951, which resulted in the rapid expansion in the numbers of schools. Nepal National Educational Commission (1994) stated that there were only six schools in Nepal before 1951. This number dramatically increased after democracy. Regarding TD in Nepal, Awasthi (2010) has stated that Basic Education Teacher Training Center in Kathmandu in 1948 was the first formal teacher training institution in Nepal. This training institute was set up to provide the vocational training to the primary teachers. The center has to discontinue its functions after the recommendations of Nepal National Education Planning Commission in 1954 for the establishment of College of Education in 1956. This college provided two years and four-year teacher education program for lower secondary and secondary level teachers of Nepal. In similar vein, National Educational Policy-NEP in 1972 remained as the key document in the evolution and development of education in general and teacher education in particular. It played a significant role in restructuring the educational system in Nepal. The important takeaway of the NEP was that it brought the existing dispersed training frameworks into a single, unified mechanism and made training mandatory for all teachers.

It merged institutions such as the College of Education, the National Vocational Training Center, and the Primary School Teacher Training Center under one umbrella term: "The Institute of Education (IoE)" at Tribhuvan University. It is to be noted that this institute

was an authorized institution to conduct the in-service teacher education including very short term packages. The IoE conducted fifteen variety of training programs through its regular campuses. Language teacher education was one of different varieties. This move paved the way for the professionalization of teaching, including language teaching. Besides, different government institutions like Ministry Education, Universities, NGO's and private sectors have been courting training to the teachers to improve teachers' professional quality. Similarly, High-Level National Education Council (2019) has mentioned that the quality of education will decline without the trained teachers; underscoring the need to teacher training in Nepal.

Role of Different Associations in Language Teacher Development in Nepal

As the world entered the era of globalization after the World War II, English language became more crucial due to the internalization. The global expansion of English has had a significant impact on Nepal's educational landscape, where English increasingly became mandatory subject in schools and colleges. English language has been regarded as a means to ladder of economic prosperity, academic achievement and global communication (Crystal, 2003). Therefore, was essential for students in Nepal to acquire a necessary proficiency in English to access global adapt to growing influence to English language. In response to this global spread of English, it was important for EFL teachers in Nepal to build networks and share the knowledge and skills to transform their teaching strategies, which ultimately enhanced their professional development. To address the issue, several professional organizations have been actively working to reshape the field of language teaching and learning. For instance, NELTA (Nepal English Language Teachers' Association), and Linguistic Associations Nepal are among the key bodies in disseminating the recent English language education knowledge and skills by organizing seminars, workshops and conferences. Additionally, these organizations, particularly NELTA have been orienting English language teachers material for exploring new strategies in language teaching while Linguistic Society of Nepal has been working in the preservation and promotion of indigenous languages. The networks of these professional organization have been circulated nationwide.

Discussing on the origin and evolution of NELTA, it was founded in 1992 and has been the key professional development agency for English language teachers in Nepal. The main function of this formal agency is to provide opportunities the teachers for training, workshops, and conferences for improving the teaching of English as a Foreign Language (EFL). Besides, It offers opportunities for teachers to share resources, methods, and challenges as a professional umbrella platform. NELTA has contributed to improving the overall quality of English language teaching and has fostered collaboration through networking among educators across Nepal (Shrestha, 2005). Besides NELTA is responsible for extending research and publications, which help disseminate new methodologies and ideas in the field of language education. Similarly, the Linguistic Society of Nepal (LSN), founded in 1972, has focused more on linguistic research and the promotion of language preservation and study. Mostly, it covers a broader range of linguistic issues primarily about the identification, codification dissemination of dying languages, nevertheless, the LSN

equally makes significant contributions to the academic and professional development of language educators in Nepal through. It frequently holds conferences and publishes journals, such as the Nepalese Linguistics Journal, that address both theoretical and practical aspects of language teaching and learning in the region (Bhatta, 2013). Hence, these organizations have played a crucial role in shaping the field of language teaching in the country by disseminating knowledge and skills through seminars, workshops, and conferences, as well as through research, language teaching methodologies, research, materials production for language learning and promotion of languages.

Historical Shifts in Teacher Development

As discussed earlier, there has been a shift in every developmental phase of teacher education. With the decline of audiolingual and emergence of communicative approach in language teaching and learning, teacher education was shifted to collaborative learning form formal acquisition of knowledge and skills through training sessions. David Richard and Nunan in 1990, being based on constructivist principles came up with their influential book “Second Language Teacher Education” entirely redefined the reshaped the boundary of teacher education. This book basically defined teacher development/learning and teacher training. Hence, this book was marked as the significant shift in the evolution of teacher education and development. It significantly challenged the traditional notion of teacher training. This seminal book argues that teacher education cannot be limited to receiving knowledge and skills from the experts and transmitting the same uncritically assimilated knowledge in the classroom teaching, rather self-monitoring, collaboration, reflective practical is the most critical part of teacher education. It is based on the critical and reflective practices of the teacher. Teacher training was viewed as one component of holistic teacher development (Freeman, 2000).

Another important shift in language teacher education is observed in with the integration of technology and incorporating the issue of multilingualism in language teaching with the beginning 21st century. It is significant to note that the rapid expansion digitalization in language learning has been an emerging issue in language teaching. The integration of technology in language education allows teachers to access a wealth of resources, collaborate with peers globally, and engage students in interactive, multimedia learning experiences (Beetham & Sharpe, 2013). In this sense, the language teacher education is addressed in providing the basic digital literary skills to the language teachers. Teachers’ development packages are centered on effective handling of technological tools in language teaching and learning. In addition to technology, the adoption of multilingual in language class room is equally crucial in postmodern era. Therefore, the dimension of language teacher education is moving towards adjusting the technology and multilingualism in teacher education.

Conclusion

Teacher education is a comprehensive framework of language teacher professional development. The history of language teacher has distinct three shifts. In the early stages of teacher education were focused on acquiring the rigorous trainings of the teachers basically

through seminars, workshop and formal gathering of expert and the teachers. One size-fits all method based on top-down approach was employed during the ninetieth and the first half of the twenty centuries. This model was referred to as apprenticeship model. However, this model of language teacher education was shifted to theory and practice model where teachers were supposed to learn theoretical knowledge and apply the theoretical knowledge practically in language teaching. This was called theory-practice model. With the beginning of 21st century, however, the theory- practice model of language teacher development has significantly been challenged by the self-awareness, self-regulated learning and reflective practices. The contemporary approaches of TD emphasize collaboration as a key component of professional programs. It is significant to note that, in addition to collaboration and reflective practices, the issues of technology integration and multilingualism have been pertinent among language teachers with the beginning of 21st century. Therefore, the teacher education programs should be directed to address the technological and multilingual issues that the teachers have been encountering with.

From its inception, development and expansion of teacher development, many professional organizations and networks have played crucial roles in different period of its history. Different institutions like MLA, TESOL, IATEFEL, IAAL and British Council have remained as the corner stones in the development and circulation of teacher education globally. Similarly, the recommendation of education commissions on teacher developments worked at policy level to formalize teacher education in Nepal. Additionally, the establishment of NELTA and Linguistics Society of Nepal are the corner stones in the promotion and development of English language teacher's development in Nepal. Their role is significant in the sense that they conduct workshops, seminar, and training and produce research journal periodically for their professional growth.

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