

The Distinction between Knowledge Base of Teacher Education and ELT Education

Tseganesh Anbesie

*Department of English Language and Literature, Collage of Social Science and Humanities,
Arba Minch University, Ethiopia*

PhD. Candidate in ELT at Arba Minch University

Abstract: knowledge base is a knowledge that particular student teachers need to have in order to be an effective teacher. To this end different scholars classify knowledge base in different way. For instance, Shulman (1987) classified knowledge base as subject matter; he also differentiates three types of content knowledge: these are (a) subject matter knowledge, (b) pedagogical content knowledge, and (c) curricular knowledge. In addition to these he includes knowledge of learners, knowledge of pedagogy, knowledge of educational contexts, and knowledge of educational ends. There are also other knowledge base variables which are not given attention; research and reflective action. The knowledge base of teacher education in general and ELT education in particular have significant differences.

Date of Submission: 06-01-2020

Date of Acceptance: 21-01-2020

I. INTRODUCTION

Conceptualizing teacher knowledge is a complex issue that involves understanding key underlying phenomena such as the process of teaching and learning, the concept of knowledge, as well as the way teachers' knowledge is put into action in the classroom. Shulman (1987) states that teachers' knowledge base must not simply be regarded as a set of professional and experiential skills to be built up. Instead, he argues for a framework that includes and combines content, pedagogy, curriculum and context. To him, teachers' knowledge base consists of different categories of knowledge which are needed for effective teaching. The concept of knowledge base refers to the repertoires of skills, information, and attitudes that teachers need in order to carry out teaching in their classrooms (Valli & Tom, 1988).

Knowledge base of ELT education refers to the expertise, understanding, awareness, knowledge, and skills that second-language teachers need to possess in order to be effective teachers (Day, 1993; Freeman & Johnson, 1998; Richards, 1998; Tedick, 2005) cited in (Faez F. 2011). Supportinc this distinction, Tarone and Allwright (2005) argue that, "teachers of different subject areas must learn different things and may have to learn those things in different ways". In response to this critique, Freeman and Johnson (2005) have noted that, in fact, this emphasis is at the heart of their reconceptualization. Freeman and Johnson's proposal emphasizes "who teaches what to whom, where?"

Furthermore, their reconceptualization is the start of a new, sociocultural orientation to ELT education whereby teacher-learning is viewed as situated and highly context-dependent.

Therefore, considering different variables of knowledge base, this paper will discuss the very important difference between teacher education in general and English language teacher education in particular.

II. KNOWLEDGE BASE OF TEACHER EDUCATION

Conceptualizing teacher knowledge is a complex issue that involves understanding key underlying phenomena such as the process of teaching and learning, the concept of knowledge, as well as the way teachers' knowledge is put into action in the classroom.

Shulman (1987) states that teachers' knowledge base must not simply be regarded as a set of professional and experiential skills to be built up. Instead, he argues for a framework that includes and combines content, pedagogy, curriculum and context. To him, teachers' knowledge base consists of different categories of knowledge which are needed for effective teaching.

The concept of knowledge base refers to the repertoires of skills, information, and attitudes that teachers need in order to carry out teaching in their classrooms (Valli & Tom, 1988).

Content knowledge refers to knowledge of subject matter; refers to the knowledge a teacher should possess in the subject itself. Shulman differentiates three types of content knowledge: these are (a) subject matter knowledge, (b) pedagogical content knowledge, and (c) curricular knowledge. In addition to these he

includes knowledge of learners, knowledge of pedagogy, knowledge of educational contexts, and knowledge of educational ends. Shortly

General dimensions of teacher knowledge

- a) Knowledge of educational ends; A comprehension of the purposes and values of education as well as their philosophical and historical grounds.
- b) Knowledge of educational contexts; An understanding of the sociocultural and institutional dynamics of schools, communities and cultures.
- c) General pedagogical knowledge; Command over the main principles, methods and strategies needed for effective teaching and learning.
- d) Knowledge of learners; An understanding of learners' cognitive, psychological and affective characteristics, behaviors, interests and developmental stages.

Content-specific dimensions of teacher knowledge

- a. Curriculum knowledge A comprehension of the syllabus, topics, and instructional materials designed for and expected in the teaching of a particular subject.
- b. Subject matter or content knowledge; Academic comprehension of both the content and the structure of a subject.
- c. Pedagogical content knowledge; A combination of content and pedagogy that helps teachers make a subject comprehensible to others.
- d. Teacher's research experience is considered as one of a source for their pedagogical knowledge. Shulman (1987) asserts that the research that teachers can benefit from can be both generic and content specific.

Generic research is carried out in another area but with direct implications for teaching.

Content-specific is the type of research done in aspects related to teaching such as classroom management and patterns of interaction. It helps teachers to generate new knowledge and new theories to be tested in their own classrooms. In this respect, research can become a means for teachers "to become active users and producers of theory in their own right . . . and as appropriate for their own instructional contexts" (Cochran-Smith & Lytle, cited in Johnson, 2006, p. 240).

In short, research may help teachers generate new knowledge and therefore provide solutions to their own teaching problems. Johnson (2006) cited in (Diego F.M., 2013) claims that research could emerge out of questions posed by student teachers in their practice settings and can enable them to bring a new sense of meaning to their conceptions of teaching.

Pedagogic knowledge refers to knowledge of practices of teaching; refers to the teaching and learning of subjects and their curricula. The term pedagogical knowledge is also defined by Shulman (1986b, 1987) cited in Fernando D.M. as teachers' accumulated knowledge concerning the act of teaching that serves as the foundation for their classroom behavior and activities. Most of the time teacher's knowledge is considered as pedagogical knowledge that concerns to the act of teaching, including the goals, procedures, and strategies that form the basis for what teachers do in the classroom. Thus, teacher knowledge or pedagogical knowledge is what ultimately informs teachers' decisions and actions in the classroom and is also evidenced in the materials and activities teachers use in the teaching process (Mullock, 2006).

Pedagogic content knowledge refers to knowledge of teaching strategies for teaching the subject matter, and support knowledge refers to knowledge of fields/disciplines which influence language teaching such as linguistics and sociolinguistics.

Pedagogical knowledge that can be the result of reflective observation of the teachers own experience. It resulted in experiential learning. Therefore, reflective observation is one source of pedagogical knowledge results experiential learning.

When talking about teachers' knowledge, Fenstermacher (1994) makes a distinction between formal knowledge- like subject knowledge and curriculum knowledge and practical knowledge- like pedagogical subject knowledge and their knowledge of student learning and educational contexts may be an amalgam of both i.e they are both formal and practical type of knowledge. For him, formal knowledge is based on literature derived from research about effective teaching. On the other hand, practical knowledge is generated by teachers as a result of their every day experimentation and reflection within the classroom context and as such it is personal, situational and tacit.

III. KNOWLEDGE BASE OF ELT EDUCATION

Pineda (2002) says that for a long time, the conceptualization of knowledge base was restricted to the attainment of the basic skills required for teaching, the competency of educators in their subject matter area, and the use of pedagogical strategies. However, there are other variables that are critical in teaching: the classroom context, the physical and psychological characteristics of the learners, the personal and practical experiences of teachers, their reflective practices and research skills. Such a wider consideration of what constitutes the

teaching profession can enable EFL TEPs to envision a more complete framework of reference for future professional application.

Knowledge base refers to the expertise, understanding, awareness, knowledge, and skills that second-language teachers need to possess in order to be effective teachers (Day, 1993; Freeman & Johnson, 1998; Richards, 1998; Tedick, 2005) cited in (Faez F. 2011)

Freeman and Johnson (1998) make a significant contribution to the knowledge base debate in their seminal article titled “Reconceptualizing the knowledge base of language teacher education.” In this article, they argue for a reconceptualization of the knowledge base of language teacher education and propose a framework of language teacher education that focuses on the “activity” of teaching and is comprised by three inter-related domains: (a) the teacher-learner, (b) the social context, and (c) the pedagogical process.

Tarone and Allwright (2005) criticize Freeman and Johnson for not emphasizing the fundamental differences between general teacher learning and language teacher learning.

Tarone and Allwright argue that language as a subject is uniquely and fundamentally different from other subject matter. Thus, SLTE is different from teacher education for other disciplines. Second language education programs should therefore draw on research that is unique to second language contexts. Tarone and Allwright (2005) argue that, “teachers of different subject areas must learn different things and may have to learn those things in different ways”. In response to this critique, Freeman and Johnson (2005) have noted that, in fact, this emphasis is at the heart of their reconceptualization. Freeman and Johnson’s proposal emphasizes “who teaches what to whom, where?”

Furthermore, their reconceptualization is the start of a new, sociocultural orientation to SLTE whereby teacher-learning is viewed as situated and highly context-dependent.

There was also a call to establish standards for the content of language teacher education programs and delineate its knowledge base so that effective teacher education programs can be developed (Guntermann, 1993) cited in (Faez F. 2011)

National Council for Accreditation of Teacher Education (NCATE) has come up with the response for knowledge base in terms of standards for language teachers.

It has six standards that include: (a) language, linguistics, comparisons; (b) cultures, literatures, cross-disciplinary concepts; (c) language acquisition theories and instructional practices; (d) integration of standards into curriculum and instruction; (e) assessment of language and cultures; and (f) professionalism (NCATE, 2008) cited in (Faez F. 2011). These standards are intended to provide a framework for what teachers need to know and be able to do in order to be effective language teachers.

Despite, NCATE is well known in American not or little prominence in other countries and there is no or little research was done on the validity of the standards it has.

Teaching skills

The core competency of a teacher is his/her teaching skills which Shulman (1987) refers to as instruction. This includes the most crucial aspects of pedagogy such as organizing and managing the classroom, preparing lesson plans, providing clear explanations, questioning skills, etc. In language teacher education this also includes developing competence in using language teaching methods (e.g., communicative language teaching, task-based language teaching, etc.), and being able to adapt teaching skills and approaches to new situations. Teacher education programs have a significant role in preparing TCs to develop appropriate teaching skills. Based on a comprehensive review of research on language teacher education, Wright (2010) concludes that SLTE programs have been highly prescriptive and reform in this area has been very slow. Experiential and interactive approaches are not necessarily being implemented in classrooms.

Communication skills and language proficiency

Developing effective communication skills as a basis for language teaching is particularly important. For effective language teaching, it becomes crucial for one to have an advanced proficiency in the target language and the ability to use it as a medium of instruction (communication skills).

Subject matter knowledge

Knowledge of subject matter includes pedagogically based descriptions of phonology, syntax, and discourse as well as an understanding of the nature of second language learning.

It also includes the teacher’s or educator’s proficiency in the target language, such as its grammar, the culture of L2 language community as well as an understanding of applied linguistics and curriculum development. This element includes an intentional focus on discipline specific curriculum development.

Familiarity with the nature of language and language use often comes more naturally to individuals who have learned a language as a second language and not acquired it in a natural setting (Arva & Medgyes, 2000; Bailey, 2002) cited in (Faez F. 2011).

According to different scholars' argument, individuals who have learned a second language, regardless of what that second language is, develop stronger explicit understanding of the nature of language and how it works.

In language teacher education programs explicit knowledge about the language and how language is learned, as well as knowledge of grammar and how language works are areas that need explicit instruction.

Pedagogical reasoning skills and decision making

Language teachers should be able to analyze pedagogical problems and develop alternative strategies for teaching. The ability of teachers to relate theories of language, teaching, and learning to language teaching in actual situations is also part of teachers' pedagogical reasoning and decision making. While pedagogical reasoning skills and decision making are individual phenomena, a teacher's linguistic background could have an influence on his or her ability to relate theories of language to actual teaching situations. For example, it is common for an individual who speaks a language as his or her first language to comment on the incorrect use of the language by offering the explanation of **"it doesn't sound right."** This feedback does little to help second language learners who often need meta-linguistic explanations of their errors. Providing meta-linguistic explanations and even predicting common errors and patterns of incorrect use of language often come more easily and naturally to second language speakers (Arva & Medgyes, 2000; Barratt & Kontra, 2000; Kamhi-Stein et. al, 2004; Medgyes, 1994) cited in (Faez F. 2011).

Contextual knowledge

A significant component of language teachers' knowledge is the understanding of how language teaching is influenced and shaped by the contexts in which it takes place, as well as by an understanding of the role of societal, community, and institutional factors that impact language teaching (Faez F. 2011).

According to (Macías F.D.2013) there are six Types of pedagogical knowledge.

1. Knowledge from Teachers in Early Education
2. Knowledge From Observation During Pre-service or In-Service Teacher Education
3. Knowledge From Teacher Education Programs and Courses
4. Knowledge from Experience as EFL Teachers: Novice teachers also argued that teaching experience had played an influential role for them in learning to teach. They claimed to have gained knowledge about a great variety of aspects such as classroom management (NT02, NT04), understanding the difference between activities for children and activities for young learners, using different teaching resources (NT03).
5. Knowledge From Teachers' Mental Lives
6. Knowledge From Research Experience

General pedagogical knowledge involves knowledge of pedagogical principles and skills in using techniques and strategies that are not subject-specific, including aspects of classroom management and discipline. These skills will help ELTEds to support student teachers or novice teachers to acquire the basic classroom skills to present and navigate their lessons. Teaching from this perspective is an act of performance, and for a teacher to be able to carry himself through the lesson, he has to have a repertoire of techniques and routines at his fingertips. These include: opening the lesson, introducing and explaining tasks, setting up learning arrangements, checking students' understanding, guiding students' practice, monitoring students' progress, making transitions from one task to another and ending the lesson (Richards, 2011)

Pedagogical content knowledge is amalgam of the two; content and pedagogy which is specific for teaching profession (Shulman, 1986) cited in . It refers to knowledge that provides a basis for language teaching: it is the knowledge drawn from the language itself and which can be applied in different ways to the solution of practical issues in language teaching. Mohamed (2006) states that: "it is the specific knowledge of how to teach a particular topic or content area in a particular subject domain." English language teacher educators (ELTEds) should help the student teachers to develop pedagogical knowledge and skills that will enable them use that expertise to encourage their learners to develop critical thinking and problem solving skills. This knowledge could include course work in areas such as curriculum planning, assessment, reflective teaching, classroom management, teaching children, teaching the four skills and so on(Richards, 2011).

Knowledge of educational aims, goals and purposes; Each country has got its own goals of education. Kenya, for example, has eight goals of education. Republic of Kenya (2013) states that the Ministry of education shall retain the eight National Goals of Education and Training by Ominde (1964) and subsequent reports. These are: foster nationalism, patriotism and promote national unity; promote the socio-economic, technological and industrial skills for the country's development; promote individual development and self- fulfillment; promote

sound moral and religious values; promote social equality and responsibility; promote respect for and development of Kenya's rich and varied cultures; promote international consciousness and foster positive attitudes towards other nations and promote positive attitude towards good health and environmental protection. In addition to the goals of education, to be internationally competitive and economically viable, the Republic of Kenya requires an education system that will produce citizens who are able to engage in life-long learning, learn new things quickly, perform more non-routine tasks, capable of more complex problem-solving, take more decisions, understand more on what they are working on, require less supervision, assume more responsibility, and as vital tools to these ends, have better reading, quantitative, reasoning and expository skills (ibid:24).

Curriculum knowledge refers to knowledge about the particular materials used by the teacher. Often changes in curricula, such as new textbooks call for the re-orientation of teacher's thinking. Teacher educators should be knowledgeable on how to develop instructional plans on learner needs, curriculum goals and models, subject matter and society.

Knowledge of learners Student teachers (educatees), teachers and teacher educators need to develop awareness about and familiarity with one's own students, their learning strategies, problems and needs in learning in order to know how to cater for all learners' differences. If the goal of teaching is to promote learning, teachers need to be aware of the centrality of learners and how teacher behavior will affect individual learners (Randall and Thornton, 2001; Lucas et al., 2008).

Knowledge of learning Is the theoretical knowledge of learning, including an understanding of the physical, social, psychological and cognitive developments of students. Freeman (2001) states that this is an area that has been often neglected in L2 teacher education where the knowledge of the subject matter appears to have been central. This knowledge of learners and learning-the child and adolescent development knowledge can be applied to educator preparation and education policy.

Knowledge on how to incorporate research in teaching; Teacher educators and mentors have a key role to play in encouraging trainees to think positively about the values and the relevance of research for their teaching and learning (Kelly et al, 2004:76). Jones (2004) reports on his experience as an Australian undergraduate SLTE programme course in which student teachers (STs) engaged with the „teacher as a research“ role. They came to realise through the process that there were many benefits from engaging in teacher research, such as engagement in developing cultures of group work, from which they develop new skills. Issues hitherto regarded as theoretical become relevant through working in classrooms with learners, who can also engage student teachers in critical reflection about their projects. Student teachers also have the opportunity to display the results of their research and by so doing, realize the impact they have made on the context through their work. Day (1997) states that research needs to be used much more as a means of informing teacher's judgments about the contexts; purposes, craft, science and art of their profession and their teaching; and alongside this, as a means of assisting them in revisiting these at different times across the span of their careers. One problem that teacher educators in Kenya face is the heavy workload. The large number of student teachers to be taught and the assignments and examinations to mark leaves them with very little room to engage in research yet this is a core element in TE and a requirement for teacher educators. Therefore, the government should solve this problem by employing more lecturers so that they get some time to engage in research, offer quality education and develop professionally.

Reflective skills Many teacher education programmes world-wide tout the ability to reflect as one of the hallmarks of an effective educator. ELTEds should develop reflective skills. These will help them in training student teachers to reflect critically on their teaching. The teacher needs to think about his or her own teaching. After each lesson is over take some time to reflect. Was the lesson effective? Richards (1996) views critical reflection as a vital first step to identifying teacher's personal beliefs and theories. Freeman (2002) emphasizes that reflection must be a central pillar in teacher development. Richards and Farrell (2005) have suggested that reflecting on critical incidents in a formal manner, language teachers can uncover new understandings of taken for granted perceptions of the teaching/learning process. Farrell (2008) argues that reflecting critically on teaching is a process of recognizing and analyzing assumptions that underlie teachers' thoughts and actions. This form of critical reflection can be accomplished by encouraging trainee teachers to describe critical incidents (both positive and negative) that occur during teaching practice. Darling-Hammond et al. (2017) argue that high-quality professional learning frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback which in turn help teachers to thoughtfully move toward the expert visions of the practice.

It can be argued that there is a paucity of research on reflection in many countries in general and Kenya in particular. Language teachers and language teacher educators in Kenya should Endeavour to explore the role of some elements of reflection like scaffolding, critical reflections, shared reflections as a means of professional development.

Helping EFL student teachers to construct such professional knowledge has been the objective of many language teacher education programs both in second and foreign language teacher education. However, the nature of the knowledge base has differed somewhat for the various contexts in which second/foreign language teaching and learning take place (Britten, 1985) cited in (Juvenale P. A., 2018)

Of the history of L2 with in two decades, according to Lafayette (1993) maintains that there is a specialist component of foreign language teacher education, which consists of proficiency in and knowledge about the language, literature and culture to be taught. He suggests that there are three domains which encompass L2 teachers' knowledge: language proficiency, civilization and culture, and language analysis.

To him, L2 teachers should have an advanced command of the language in order to be effective users and models. In terms of civilization and culture, Lafayette argues that L2 teachers should be cognizant of issues such as literature and customs so as to help their students develop cultural sensitivities and awareness towards people and things unfamiliar to them. In regards to language analysis, Lafayette states that L2 teachers should not only be informed about language structures, but also be knowledgeable about applied linguistics and second language acquisition.

In the same year, Day (1993) proposes a framework that includes four domains of knowledge: content knowledge, pedagogic knowledge, pedagogic content knowledge, and support knowledge. In this framework, content knowledge refers to knowledge of subject matter connected to issues such as syntax, phonology, semantics, pragmatics, and literary and cultural aspects. Pedagogic knowledge consists of knowledge of teaching practices; e.g., classroom management, lesson planning, etc. Pedagogic content knowledge deals with specialized knowledge of the teaching of an L2 (grammar, speaking, etc.), whereas support knowledge includes knowledge of different disciplines that inform language teachers' approaches to the teaching and learning of an L2; e.g., linguistics, sociolinguistics, psycholinguistics, etc. Following Shulman's conceptualization of knowledge base, Richards (1998) proposes six dimensions: theories of teaching (theoretical bases for approaching teaching as well as instructional practices), teaching skills (essential dimensions of the repertoire of any teacher), communication skills and language proficiency (competence in language use and information exchange), subject matter knowledge (specialized disciplinary knowledge of language teaching), pedagogical reasoning and decision making (complex cognitive and problem-solving skills underlying teaching practices) and contextual knowledge (information about educational and linguistic policies as well as familiarity with students, institutions, and programs). The development of these dimensions in EFL TEPs, contends Richards, can help L2 teachers understand the bases of their classroom realities and improve their educational experiences. This development can, ultimately, bring about critical reflection and change. As in Freeman and Johnson (1998), consequently, the core of knowledge base must focus on the activity of teaching itself, the teacher who does it, the contexts in which it is done and the pedagogy by which it is done. As a result, they posit that a re-conceptualized knowledge base for second language teaching (SLT) should concern three interrelated domains linked by processes of socialization, community creation and activity participation: (a) the teacher as learner of language teaching, (b) schools and schooling as historical and socio-cultural contexts for teacher learning and (c) the teacher's pedagogical thinking about teaching, the subject matter and its contents and the language learning process.

In 2005, Tarone and Allwright point out that Freeman and Johnson's framework lack a key element: the second/foreign language learner. They propose that the teachers' knowledge base should include a clear understanding of learners, who they are, why they learn, what they need to learn, and what motivates them, among other aspects. Therefore, EFL TEPs should draw on research that is unique to second/foreign language contexts: second/foreign language acquisition (SLA). To them, most of the research findings of SLA are relevant to teachers when they make decisions in classroom processes and curriculum planning. Consequently, they encourage teachers to collaborate on SLA research in order to better understand how L2 learners learn.

IV. A SUMMARY OF THE DIFFERENCE BETWEEN THE KNOWLEDGE BASE OF TEACHER EDUCATION AND ELT EDUCATION

Variables of knowledge base	Knowledge Base of teacher education	Knowledge Base of EFL education
Content knowledge	Knowledge of Subject matter	phonology, syntax, and discourse, an understanding of the nature of second language learning, grammar
General pedagogical knowledge	Command over the main principles, methods and strategies needed for effective teaching and learning.	Able to analyze pedagogical problems and develop alternative strategies for teaching, ability to relate theories of language to actual teaching situations

Pedagogical content knowledge	A combination of content and pedagogy that helps teachers makes a subject comprehensible to others.	specialized knowledge of the teaching of an L2 (grammar, Speaking, etc.)
Curriculum knowledge	A particular material used by the teacher	Particular material for language teacher education
Knowledge of the learner	An understanding of learners' cognitive, psychological and affective characteristics, behaviors, interests and developmental stages	who they are, why they learn, what they need to learn, and what motivates them, among other aspects= the result of familiarity
Knowledge of educational contexts	An understanding of the socio-cultural and institutional dynamics of schools, communities and cultures.	How language teaching is influenced and shaped by the contexts in which it takes place, of societal, community, and institutional factors that impact language teaching
Knowledge of educational ends, purposes and values	A comprehension of the purposes and values of education as well as their philosophical and historical grounds.	Each country has got its own goals of education- knowing this let them perform more non-routine tasks, take more decisions, vital tools to these ends, better reading
Reflection and research	The result of experiential learning, generate new knowledge and therefore provide solutions to their own teaching problems	In order to better understand how L2 learners learn, conducting research that is unique to second/foreign language contexts and SLA is very important

REFERENCES

- [1]. Diego Fernando Macías. An Exploration of EFL Teachers' Awareness of the Sources of Pedagogical Knowledge in a Teacher Education Program Universidad Surcolombiana, Colombia. 2013.
- [2]. Fandiño Y. Knowledge base and efl teacher education Programs: a colombian Perspective. Medellín – Colombia, Vol. 18, issue 1. 2013), ISSN 0123-3432
- [3]. Fernandez C. Knowledge base for teaching and pedagogical content knowledge (PCK): some useful models and implications for teachers' training. <https://www.researchgate.net/publication/282330568>. 2014.
- [4]. Jose Y. F.P. Knowledge base and efl language teacher education programmes: a Colombian perspective. <https://www.researchgate.net/publication/262639393>. 2016.
- [5]. Juvenale P. A. Teaching Materials and the Knowledge Base of EFL Teacher Education. ISSN 2372-9740 (Print) ISSN 2329-311X (Online) Vol. 6, No. 1, www.scholink.org/ojs/index.php/selt. 2018
- [6]. Ochieng' C. O. O.. The *Knowledge Base for Language Teacher Education Revisited: A Review* International Journal of English Language Teaching Vol. 4, No. 2; 2017.
- [7]. Wekesa Jesse N. **The Knowledge Base of Language Teacher Education in Kenya.** *IOSR Journal of Mathematics (IOSR-JM)* e-ISSN: 2278-5728, p-ISSN: 2319-765X. Volume 14, Issue 2 Ver.. 2018.

Tseganesh Anbesie. "The Distinction between Knowledge Base of Teacher Education and ELT Education." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 25(1), 2020, pp. 46-52.