



A critical examination of the EPOSTL: Focus on its probable use in Turkey

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Although Turkey is not a member state of the EU, educational and curricular documents produced by the EU such like the CEFR and the European Portfolio for Student Teachers of Languages (EPOSTL) have been examined by Turkish researchers and curriculum makers whose work seem to affect the curriculum of teacher education programs and curricula of all levels all around Turkey. EPOSTL, which aims to improve the pedagogical progress of Turkish teachers of English, is currently studied and applied in many different contexts in the Turkish education system although research on its potential use is still needed. Hence, in this study, I critically look at EPOSTL, which is a guide for prospective teachers of foreign languages who are enrolled in their initial teacher education or teacher preparation programs. The document works within five specific domains that are aimed to be realized through 193 descriptors that are categorized under seven major areas. In this study, the value of the EPOSTL as a document in relation to its possible use in teacher education programs in Turkey is discussed with a focus on the probable challenges associated with applying its content in English language teacher education programs in Turkey. By citing some research-based evidence on some theoretical, pedagogical, curricular and structural problems surrounding our programs in which we research and teach, I will try to show the problems associated with the document especially when its applications in Turkey are considered.