

REVIEWER'S REPORT

Manuscript No.: IJAR-53086

Date: 02-08-2025

Title: Teaching practice: some local perspectives on a global practice

Recommendation:

Accept as it is

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality			✓	
Techn. Quality			✓	
Clarity			✓	
Significance		✓		

Reviewer Name: Shafiya Akhter

Reviewer's Comment for Publication.

Introduction Evaluation:

The introduction provides a clear definition of teaching practice (TP) as the period in initial teacher training during which student teachers engage in classroom teaching to apply what they have learned. It situates TP as a common feature of initial (language) teacher education (ITE) across various education systems, while also acknowledging exceptions, such as in the case of Mohammed and Abdullah in Sudan, whose courses did not include TP. This example effectively illustrates the diversity of teacher preparation experiences.

The text emphasizes the variability of TP formats both across and within countries, linking these differences to how national or institutional contexts conceptualize the process of learning to teach. This framing positions TP not merely as a practical component but as a reflection of underlying pedagogical philosophies.

Theoretical Framework Evaluation:

The introduction presents four models of learning to teach—Craft, Applied Science, Reflective, and Sociocultural—summarized in Table 2.6.1. Each model is concisely defined, highlighting its distinct approach:

- **Craft Model:** Learning through observation and imitation.
- **Applied Science Model:** Learning through theoretical knowledge and its application.
- **Reflective Model:** Learning through self-analysis and the development of personalized approaches.
- **Sociocultural Model:** Learning through contextual and community understanding to inform pedagogical choices.

International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

www.journalijar.com

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This typology provides a structured framework for understanding how different educational systems approach TP.

Overall Assessment:

The section clearly situates TP within a global context, underscores its importance in teacher education, and provides a conceptual framework for examining its variations. It demonstrates a balanced blend of descriptive detail, theoretical orientation, and contextual sensitivity, offering a strong foundation for subsequent discussion on local perspectives.