

Teacher Education Development is considered as a post-method era within which Teachers and teacher trainers all around the world view the necessity of fostering effective teaching as an imminent professional phase to prepare pedagogically newbie, tenured and experienced teachers for better teaching performances. (1996:69) To this extent, teachers while attending in-service training, seminars and the like can be acquainted by the occurring changes, to cope with them at the same time taking into consideration learner's individual differences. More importantly, teachers can be released to set themselves free from the practice-based profession i.e. the slavish application of programmes, syllabuses, textbooks, methods and to take on new responsibilities by investigating, exploring, and reflecting on their experience in order to gain self-confidence and awareness. In addition to this, they must be ready to be professionally observed in an individual presentation and willing to observe other teachers' presentation to share experiences with them. It is rightly conceived that observation leads to constructivism in which teachers are provided with feedback and criticism on one's teaching. Teacher Education Development in its broad scope is totally distinguished from Training as the former is mainly something that is articulated using one's own capacities (bottom up) and for oneself, whereas, the latter is definitely and admittedly presented or prepared by others (top down) as stated by Nunan & Lamb. TED is self-initiated. 2.